

CURRICULUM VITAE

Carol M. Adams, PhD

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KEY QUALIFICATIONS

- Deep research-based knowledge of teaching, learning, and literacy
- Experience designing and providing professional development for in-service teachers
- Ability to design and implement innovative and interdisciplinary curricula
- Knowledge and experience with project-based learning implementation and design-based implementation research
- Experience developing and sustaining partnerships with districts, administrators, and teachers
- Experience preparing pre-service teachers in k-8 literacy, secondary literacy, assessment, foundational learning theory, and models of instruction
- Experience providing literacy instruction for pre-reader to adults
- Research agenda focused on teacher and student learning, literacy, and school-university partnerships
- Strong written and oral communication skills
- Ability to develop and maintain positive relationships with researchers and school district administration and teachers
- Ability to co-create and analyze research measures

EDUCATION

University of Washington, Seattle, WA

Ph.D., Curriculum and Instruction, Language, Literacy and Culture. Supervisor: Sheila Valencia. August 2013.

Dissertation: *A Window into the Secondary School Day: Examining 10th Graders' Literacy Experiences Across English, Social Studies and Science*

Harvard Graduate School of Education, Cambridge, MA

Master of Education, Language and Literacy, June 2004

Practicum for Reading Licensure, K-12

Emory University, Atlanta, GA

Bachelor of Arts, English Literature Major, May 1999

RELATED PROFESSIONAL EXPERIENCE

Masters in Teaching Program, College of Education, Seattle University, Seattle, WA

Instructor, September 2012-June 2015, September 2016-present

- Program Director 2019-present
 - Serve as the point person for both on-campus and community communication, including open house events
 - Organize and run faculty meetings
 - Overview the admissions process
 - Serve as program point perform for the PEAB (advisory board)
 - Attend state meetings and advise faculty on policy implications

- Oversee and write assistance plans for students with input from faculty and advisors
- Update student handbooks and run orientation for incoming students
- TEED 5022 Middle/Secondary School Curriculum, Instruction, and Assessment
 - Models of Instruction & Planning Module
 - Literacy & English Language Learners Module
 - Assessment Methods Module
- TEED 5021 Elementary Curriculum, Instruction, and Assessment
 - Literacy Methods Module
- TEED 5012 Curriculum & Instruction
- TEED 5041 Teaching for Social Action
 - Service Learning Project
 - Project- and Place-based Learning Unit Design

Educurious, Seattle, WA

***Curriculum Design and Professional Learning Specialist*, May 2017 – August 2018**

- Collaborate on the design of multi-disciplinary project-based learning curriculum
- Conduct professional development to support teachers and district leaders in learning about and designing project-based learning units
- Coach in-service teachers on the design and enactment of project-based learning lessons and units

Knowledge in Action Project: Design-based Implementation Research of Project-based AP Courses, LIFE Center, College of Education, University of Washington, Seattle, WA

Research Scientist, June 2015-August 2016

- Collaborated closely with physics teachers and experts and learning scientists to refine an AP PBL Physics 1 course
- Designed and lead a Networked Improvement Community aimed at deepening students' physics conceptual knowledge through discourse
- Engaged in mixed-methods research and data analysis

Post-doctoral Literacy Scholar, August 2013-May 2015

- Designed and integrated core literacy practices into an AP PBL Government course
- Collaborated on the design of the AP PBL Physics 1 course
- Collaborated closely with content area experts and school partners in course, implementation, and research
- Designed and implemented professional development for teachers
- Engaged in mixed-methods research and data analysis

Research Study: Preparing Secondary Teachers to Support Students' Language & Literacy Needs, College of Education, University of Washington, Seattle, WA

Research Assistant, September 2012-June 2013

- Assisted faculty member in designing research study and data collection, including running focus groups, conducting observations and interviewing participants

Secondary Teacher Education Program, College of Education, University of Washington, Seattle, WA

Instructor/Teaching Assistant, June-August 2010 & 2012

- Course: EDTEP 575 - Working with English Language Learners and Literacy Across the Curriculum
- Collaborated with ELL and Multicultural Education instructors to integrate curriculum and assignments

Arts for Learning Curriculum Development Project, University of Washington, College of Education, LIFE Center, Seattle, WA

Lead Curriculum Writer, December 2005 – June 2007, January 2011- December 2012

- Served as lead co-author on a team developing an arts integrated literacy curriculum, consisting of six units, for grades 3-5 for Young Audiences, Inc., including as part of an i3 grant with the Beaverton, OR School District
- Serve as a member of a team designing and delivering professional development for arts integrated literacy curriculum
- Assisted in designing assessment measures for research study of curriculum implementation (initial study conducted in 7 states)

Ackerley Partner School Network, University of Washington, College of Education, Seattle, WA

Graduate Staff Assistant, January 2010- June 2012

- Assist Ackerley Network director in planning and facilitating monthly Network Council and Principal meetings
- Serve as primary contact between College of Education and partner school liaisons and principals
- Assist Ackerley Network director in facilitating school-based projects, including maintaining records of project proposals, submissions, and support requests
- Maintain administrative records for program functions
- Assist in writing the yearly report to the Ackerley Foundation

WIDE World, Harvard Graduate School of Education

Online Course Developer and Instructor, October 2004 – December 2010

- Instructed online courses on writing and reading in the content areas for secondary teachers and education professionals

Occupational and Life Skills Venture Program, Bellevue College, Bellevue, WA

Instructor, October 2004- June 2010

- Instructed college students with developmentally disabilities in reading and writing courses
- Provide accommodations for a wide range of developmental disabilities ranging from language to cognitive to social disabilities
- Assisted in developing a research based alternative assessment system measuring students on specific academic, social and work force skills
- Lead staff through professional development workshop to identify instructional goals and challenges

Masters in Instructional Leadership Program, University of Washington, College of Education, Seattle, WA

Teaching Assistant, July 2007 – June 2009

- Assisted program directors in preparing monthly seminars
- Created and managed program website
- Conducted site visits for MIL students
- Consulted with MIL students on their culminating action research projects, specifically providing feedback on research design, data analysis, literature reviews and paper presentation
- Conducted qualitative analysis of MIL students' experience, using data gathered from student work and surveys

WINGS Summer Enrichment Program, Wellesley, MA

Assistant Creative Writing Teacher, July 2004

- Taught creative writing techniques to K-5 students

Baldwin Elementary School, Cambridge, MA

Reading Specialist Intern, September 2003- April 2004

- Ran guided reading groups for fourth grade students
- Developed and implemented a writers workshop in a third grade classroom
- Tutored a struggling reader in literacy skills throughout the year and developed intervention based on both informal and standardized assessments

The New 3R's- Reading Resilience, and Relationships in Afterschool Programs, Harvard Graduate School of Education, Cambridge, MA

Research Assistant, January – May 2004

- Assisted in testing and scoring assessments to look at the effects of an afterschool intervention on academic performance and social/emotion health

Learning Prep High School, West Newton, MA

Language Arts & Literature Teacher, Grades 8-12, Sept. 2002- June 2003

- Administered the Wilson Reading Program for special needs students
- Instructed literacy skills and modified tests and activities for students with varying degrees of language learning disabilities
- Developed reading and writing goals for students' Individualized Education Plans

City on a Hill Charter School, Boston, MA

Title I Reading Teacher, Sept. 2001- June 2002

- Inclusion reading teacher for all freshmen English classes; aided classroom instruction, curriculum, and lesson plan development
- Provided skills instruction to prepare sophomore students for the MCAS
- Developed reading tools and strategies resources for all departments
- Coordinated and taught Title I Reading group for freshmen reading significantly below grade level

Project for School Innovation, Dorchester, MA

Teacher Leader, December 2001- August 2004

- Developed a workshop and publication for educators and community members on transition programs in urban schools. (see Presentations and Publications)

Institute of Reading Development, Boston, MA and Washington, D.C.

Reading Enrichment Teacher, February 2000- August 2003

- Reading instructor for students ranging from pre-readers to adults
- Instructed younger students in a combination of phonics and literature based comprehension
- Junior/Senior high school and adult students' classes focus on reading efficiency
- Aided Boston office in training of new teachers

Foreign Language Institutes, Buenos Aires, Argentina

English as a Second Language Instructor, Sept. 1999- Dec.1999

- Taught professionals on all levels of English proficiency

PRESENTATIONS

Refereed Presentations & Papers at Conferences

Adams, C. & Nachtigal S. (March, 2018). *Anatomy of Rigorous PBL: Driving deep learning from launch to final product*. Deeper Learning Conference, San Diego, CA. (National)

Adams, C. & Lafferty, R. (April, 2017). *A Window into the DBIR Co-Design Process – Critical Features that Lead to Co-Learning*. Paper to be presented at Annual Conference, American Educational Research Association, San Antonio, TX. (National)

Adams, C. & Ward, S. (April, 2017). *In the Service of Student Engagement: Teachers Going “All In”*. Paper to be presented at Annual Conference, American Educational Research Association, San Antonio, TX. (National)

Adams, C., Vye, N., Tierney, G., Evans, S., & Kovasich, K. (April, 2017). *Reframing Professional Development through a Networked Improvement Community: Turning Curricular Enactments into Learning Opportunities*. Paper to be presented at Annual Conference, American Educational Research Association, San Antonio, TX. (National)

Lo, J. C., & Adams, C. (December, 2016). *Civic Literacy through Literacy Instruction*. Paper prepared for the Annual Meeting, College and University Faculty Assembly of NCSS, Washington, D.C. (National)

Valencia, S.W., Adams, C., & Nachtigal, S. (2016). *Rigorous Content Learning: Making Text Based Learning Real*. Paper prepared for the annual meeting of the American Education Research Association, Washington D.C. (National)

Valencia, S.W., Adams, C., & Nachtigal, S. (2015). *Rigorous Content Learning: Making Text Based Learning Real*. Paper prepared for the annual meeting of the Literacy Research Association, Carlsbad, CA. (National)

Adams, C., Lo, J, Goodell, A. (2015). *Shifting Pedagogy in a Civic Classroom: A DBIR Exploration into PBL Strategies*. Paper prepared for the annual meeting of the American Education Research Association, Chicago, IL. (National)

Adams, C. (2014). *Student learning from text: The great white whale?* Paper presented at the annual meeting of the Literacy Research Conference, Ft. Meyer, FL. (National)

Valencia, S. W., Nachitgal, S., & Adams, C. M (2014). *Disciplinary literacy in the advanced*

placement government course in poverty-impacted urban schools. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. (National)

Valencia, S. W., Nachtigal, S., & Adams, C. (2014). *The Role of Disciplinary Literacy in a PBL APGOV Course: Lessons Learned.* Paper presented at the American Educational Research Association, Philadelphia, PA. (National)

Adams, C. & *Lessons Learned from Preparing Teacher Leaders for Renewing Schools: The Masters in Instructional Leadership Program.* The National Network for Education Renewal Conference, Bellevue, WA. October, 2009. (Local).

Nonrefereed Conferences

Adams, C. *Skills for Success: Turning Struggling Students into Confident Learners.* National Association of Secondary School Principals Conference, Orlando, FL. February, 2004. (National)

REFEREED JOURNAL ARTICLES

Lo, J.C. & Adams, C.M. (2018). Civic Literacy through Literacy Instruction: Using Structured Academic Controversy in a Government Classroom. *Citizenship, Teaching & Learning.* (manuscript submitted for publication).

Adams, C.M., Lo, J.C., Goodell, A., & Nachitgal, S. (2017). Shifting Pedagogy in an AP US Government & Politics Classroom: A DBIR Exploration of Teacher Growth. *Teaching and Teacher Education* 64, 79-92.

REFEREED CHAPTERS

Lo, J., Adams, C.M., Goodell, A., & Nachtigal, S. Design-Based Implementation Research in a Government Classroom. *Design Research in Social Studies Education.* Eds. Rubin, B.C., Freedman, E.B., & Kim, J. (2019). Taylor and Francis.

NONREFEREED PUBLICATIONS

Adams, C., Clark, H., Evans, S., Kovachich, K., Lee-Clark, T., Nachtigal, S., Tierney, G., Vye, N. & Ward, S. (2016). *A networked improvement community for PBL AP Physics I: Technical report on findings from the 2015-16 school year.* Seattle, WA. University of Washington LIFE Center.

Skills for Success: Tips and Ideas to Turn Struggling Students into Confident Learners. Project for School Innovation, Dorchester, MA. 2002.

PUBLICATIONS IN PREPARATION

In preparation	Tierney, G., Ward, S.J., Adams, C., & Vye, N. <i>In the service of student engagement: Project-based learning classrooms, figured worlds, and teacher practices.</i>
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Service to The College

(Year, Role, level at which service occurred (program, college, university))

2016-7 Member, COE Scholarship Committee
Member, MIT Admissions Committee

2018-9 Member, MIT Admissions Committee

2019-2021 *Program Director, Master in Teaching Program*
2020-2021 *Member, Academic Assembly*
2019-2021 *Member, COE Leadership & Finance Committee*
2019-2021 *Member, MIT Scholarship Committee*

MEMBERSHIPS

AERA

- Division C: Learning & Instruction
- SIG: Research in Reading & Literacy

LRA