

CURRICULUM VITAE

Carol M. Adams, PhD

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KEY QUALIFICATIONS

- Deep research-based knowledge of teaching, learning, and literacy
- Experience leading for justice-focused change
- Ability to design and implement innovative and interdisciplinary curricula
- Knowledge and experience with project-based learning design and 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, models of instruction, and practitioner action research
- Experience designing and providing professional development for in-service teachers
- 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
- Strong leadership skills
- 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

Program Director & Assistant Professor, College of Education, Seattle University, Seattle, WA, September 2013-June 2015, September 2016-present

- Teacher Education Program Director 2019-present
 - Lead Teacher Education faculty through ongoing program improvement, development, and revision aligned with Seattle U's Strategic Vision
 - Organize and facilitate teacher candidates' capstone community showcase events
 - Serve as the point person for both on-campus and community communication, including open house events
 - Serve on the Program Directors committee

- Coordinate with College of Education staff on admissions, recruitment, student support, budget, and promotional materials
- Organize and facilitate faculty meetings
- Oversee admissions and scholarships for students
- Serve as program point person for the PEAB (advisory board)
- Attend state meetings and advise faculty on policy implications
- Oversee and write development plans for students with input from faculty and advisors
- Update student handbooks and run orientation for incoming students
- Advise Department Chair on adjunct needs, faculty workload and annual budget
- Coordinate course calendars for each quarter
- Onboard and support adjunct instructors
- Develop and refine systems to optimize program operations, record keeping, and communication
- Courses (most to least recent):
 - TEED 5130 Secondary Unit Planning and Assessment I
 - TEED 5132 Secondary Unit Planning and Assessment II
 - TEED 5134 Secondary Language & Literacy Methods
 - TEED 5150 Critical Reflection for Social Justice
 - TEED 5022 Middle/Secondary School Curriculum, Instruction, and Assessment:
 - Models of Instruction & Planning
 - Literacy & English Language Learners
 - Assessment Methods
 - TEED 5021 Elementary Curriculum, Instruction, and Assessment
 - Literacy/ELL Methods
 - TEED 5012 Inclusive & Culturally Responsive Curriculum & Instruction
 - TEED 5041/5910 Teaching for Social Action
 - Service Learning
 - Project- and Place-based Learning
 - Teaching for Social Justice Through Action Research
- Research, Professional Development, & Institutional Service
 - Academic Assembly Representative, 2021-present
 - Serve as one of two elected College of Education representatives on Academic Assembly, Seattle U's faculty governing body. Represent COE faculty on decisions involving university academic matters, including curricula, budgets, and strategic planning.
 - The Teaching for Equity Project Action Research Study, May-July 2023
 - Collected and analyzed data from two MIT cohorts, including interviews, focus groups, and artifacts
 - Project-based Learning at Evergreen High School, May 2023-present
 - Grant submitted to Sociological Initiatives Foundation October 2023
 - Provide ongoing professional development and consultation for teachers participating in a PBL PLC at Evergreen High School
 - Reimagine & Revise our Curriculum (RRC) Coordinator, Spring 2023-present

- Serve as the Teacher Educator coordinator for the RRC initiative, including drafting reports and aligning revision efforts with the Strategic Goals.
- REEF Project Fellow, Summer 2023-present
 - Support a K-12 teacher to develop curriculum that centers and advances racial equity and justice
- Center for Community Engagement - College of Education Partner, August 2023-present
 - Engage in quarterly meetings with COE faculty and CCE staff to explore ways to deepen partnerships with schools that benefit the preparation of future educators serving those furthest from justice
- Arrupe Seminar, Fall 2023-present
 - Engage in bi-monthly seminars to learn about the Jesuit tradition and explore relevant issues

Educurious, Seattle, WA

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

- Collaborated on the design of multi-disciplinary project-based learning curriculum
- Conducted professional development to support teachers and district leaders in learning about and designing project-based learning units
- Coached 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 developmental 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
- Led 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 writer's 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. & Rivero, A. (forthcoming April, 2024). *Ungrading in Teacher Education: A Pedagogical Tool to Promote Equity, Justice, and Deeper Learning*. Paper to be presented at the Annual Conference, American Educational Research Association, Philadelphia, PA. (National).

Adams, C., Rivero, A., & Pisani, S. (February, 2024). *Moving Beyond the edTPA: The Teaching for Equity Project as an Alternative Social-justice Certification Assessment*. Paper presented at the AACTE Conference, Denver, CO. (National).

Adams, C., Rivero, A., & Pisani, S. (April, 2023). *The Teaching for Equity Project: An Alternative Social-justice Oriented Teacher Certification Assessment*. Paper presented at the Annual Conference, American Educational Research Association, Chicago, IL. (National).

Adams, C., Rivero, A., & Giannakis, C. (March, 2022). *Walking the Walk: Using Community Meetings to Develop Anti-racist Pre-Service Teachers by Centering on Social Emotional Wellbeing and Belonging*. Paper presented at the American Association of Colleges of Teacher Education Conference, New Orleans, LA. (National).

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 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 presented at Annual Conference, American Educational Research Association, San Antonio, TX. (National)

Adams, C., Vye, N., Tierney, G., Evans, S., & Kvasich, 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

Tierney, G., Adams, C. & Ward. S. (2023). In the service of student engagement: Project-based learning classrooms and teacher practices. *The Journal of Experimental Education*, DOI: [10.1080/00220973.2023.2287446](https://doi.org/10.1080/00220973.2023.2287446).

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 1: 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.

GRANTS

Dillard, C., Cowan-Pitre, C., Gardner, P., Fainstein, D., & Adams, C. (Submitted February 2023, unawarded). *Necessary Black Culture and History for Creating Beloved Community in Diverse Educational Context: A Qualitative Study from Africa to America*. Spencer Foundation.

Adams, C., Von Esch, K., True, N. & Gonzalez, M. (Submitted October 2023, *finalist*). *Centering Student Voice and Belonging: Transforming Education for BIPOC Students through Culturally Relevant and Linguistically Sustaining Project-Based and Arts-Centered Education*. Sociological Initiatives Foundation. Amount requested: \$20,000.

Service to The College

2016-7 *Member*, COE Scholarship Committee, COE, Seattle University
 Member, MIT Admissions Committee, COE, Seattle University
2018-9 *Member*, MIT Admissions Committee, COE, Seattle University
2019-2022 *Program Director, Master in Teaching Program*, COE, Seattle University
2019-2022 *Member, COE Leadership & Finance Committee*
2019-2021 *Member, MIT Scholarship Committee*

Service to The University

2020-present *Member, Academic Assembly, Seattle University*
2020-2022 *Member, Faculty Welfare Committee, Seattle University*

MEMBERSHIPS

AERA

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

LRA

AACTE