

Emilie Mitescu Reagan

ASSOCIATE PROFESSOR
SCHOOL OF EDUCATIONAL STUDIES | CLAREMONT GRADUATE UNIVERSITY
emilie.reagan@cgu.edu

EDUCATION

Boston College, Lynch School of Education

Ph.D., Educational Research, Measurement, and Evaluation, May 2011

Dissertation: Examining the relationships among undergraduate teacher candidates experiences, perceptions and beliefs about teaching for social justice

Dissertation Committee: Larry Ludlow (chair), Marilyn Cochran-Smith, Joseph Pedulla

**Awarded competitive Boston College Lynch School of Education Dissertation Fellowship, 2009*

Saint Joseph's University

M.S., Elementary Education, May 2005

Georgetown University, School of Foreign Service

B.S., May 2003

Concentration in International Culture and Politics

Senior Honors Thesis: European Identity and Integration in the French and British Educational Systems

ACADEMIC POSITIONS

Claremont Graduate University, School of Educational Studies

Associate Professor of Education, January 2021 – present

University of New Hampshire, Department of Education

Associate Professor of Education, August 2018 – January 2021

Assistant Professor of Education, August 2013 – August 2018

Teachers College, Columbia University, Teaching Residents at Teachers College (TR@TC)

Partnership Schools Coordinator & Lead Research Associate, June 2011 – June 2013

Adjunct Assistant Professor, May 2012 – June 2013

Mercy College, School of Education

Assistant Professor and Assessment Coordinator, August 2010 – June 2011

GRANTS

EXTERNAL GRANTS: TOTAL FUNDED: \$4,420,763

U.S. Department of Education Teacher Quality Partnership Program (Grant #U336S160019)

- Title: Teacher Residency for Rural Education
- Role: Co-Principal Investigator (Principal Investigator: Leslie Couse)
- Amount: \$ 4,370,763
- Dates: October 2016 – September 2022
- Status: Funded

Spencer Foundation, Small Grants Program

- Title: Performance Assessments and Teacher Learning in and Beyond Teacher Preparation.
- Role: Principal Investigator (Co-Principal Investigator: Tom Schram)
- Amount: \$50,000
- Dates: July 2015 – June 2017
- Status: Funded

EXTERNAL GRANTS: UNFUNDED

Institute of Education Sciences Development of a National Center for Research on Rural Education: Subcontract with East Carolina University

- Title: Rural Education Institute-National Research and Development Center (REI-NRDC)
- Role: Principal Investigator (Co-PIs: Leslie Couse, Tom Schram)
- Amount: \$499, 801
- Project dates: July 2018 – June 2023
- Status: Not funded

American Association of Colleges for Teacher Education Research: AACTE Research Fellowship for Educator Preparation

- Title: New Hampshire Teacher Candidate Assessment of Performance Pilot Study
- Role: Co-PI with Tom Schram
- Amount: \$30,000
- Project Dates: September 1, 2014 – August 31, 2015
- Status: Finalist – Not funded

INTERNAL GRANTS: FUNDED

UNH Peters Professorship Funding (2017, 2018, 2019)

- Amount funded: \$3,000
- Status: Funded

UNH Faculty Development Grant

- Amount funded: \$350

UNH Department of Education Small Projects Research Grant

- Role: Co-PI with Tom Schram
- Amount funded: \$1,000

PEER-REVIEWED ARTICLES AND CHAPTERS

Roegman, R., Goodwin, A. L, Reagan, E.M., Vernikoff, L. Ahn, J. & Pau Hoang, A. (2023). Advancing racial equity in extended clinical practice, *Equity & Excellence in Education*, DOI: [10.1080/10665684.2022.2158395](https://doi.org/10.1080/10665684.2022.2158395)

Fornauf, B.S., Reagan, E.M., McCurdy, K., Mascio, B. & Collins, M. (2022). Universal Design for Learning in a teacher residency: Re]Framing tensions through collaborative self-study, *Studying Teacher Education*, DOI: [10.1080/17425964.2022.2129609](https://doi.org/10.1080/17425964.2022.2129609)

- Cochran-Smith, M. & Reagan, E.M. (2022). Centering equity in teacher education evaluation: From principles to transformative enactment, *Journal of Teacher Education*, 73(5) 449– 462.
<https://doi.org/10.1177/00224871221123728>
- Cochran-Smith, M., & Reagan, E. M. (2022). Beyond “best practices”: Centering equity in teacher preparation evaluation. *Education Policy Analysis Archives*, 30(66), 1 – 39.
<https://doi.org/10.14507/epaa.30.7040>
- Cochran-Smith, M. & Reagan, E.M. (2021). Best Practices for Evaluating Teacher Preparation Programs. Commissioned chapter for National Academic of Education project, *Evaluating and Improving Teacher Preparation Programs*.
- Reagan, E.M. & Hambacher, E. (2021). Teacher Education for Social Justice: A synthesis of the literature, 1999 – 2019. *Teaching and Teacher Education*.
- Reagan, E.M., Ahn, J., Roegman, R., Vernikoff, L. (2021). What makes teacher preparation legitimate? Analysis of teacher residency websites. *Action in Teacher Education*,
<https://doi.org/10.1080/01626620.2021.1883150>
- Fornauf, B., Higginbotham, T., Mascio, B., McCurdy, K. & Reagan, E.M. (2020). Analyzing barriers, innovating pedagogy: Applying Universal Design for Learning in a teacher residency. *Teacher Educator*. <https://doi.org/10.1080/08878730.2020.1828520>
- Roegman, R., Reagan, E.M., Goodwin, A.L., Chen Lee, C. & Vernikoff, L. (2020). Reimagining social justice-oriented teacher preparation in current sociopolitical contexts, *International Journal of Qualitative Studies in Education*. <https://doi.org/10.1080/09518398.2020.1735557>
- Rogers, A.P., Reagan, E.M., & Ward, C. (2020). Preservice teacher performance assessment and novice teacher assessment literacy. *Teaching Education*, <https://doi.org/10.1080/10476210.2020.1840544>
- Reagan, E.M, Hambacher, E., Schram, T., McCurdy, K., Lord, D., Higginbotham, T., Lord, D., Schram, T., Fornauf, B. (2019). Place matters: Review of the literature on rural teacher education. *Teaching and Teacher Education*, 80(2019), 83-93.
- Reagan, E.M., Terrell, D.G., Rogers, A., Schram, T., Tompkins, P., Ward, C., Birch, M. McCurdy, K. & McHale, G. (2019). Performance Assessment for teacher candidate learning: A localized policy context. *Teacher Education Quarterly* 46(2), 114-141.
- Goodwin, A.L., Roegman, R. & Reagan, E.M. (2018). Lessons from a teacher residency. *Educational Leadership* 75(8), p. 62 -67.
- McCurdy, K., Reagan, E.M., Schram, T. & Rogers, A. (2018). Integrating performance assessments across a PK-20 continuum: A locally developed collaboration. *Education Policy Analysis Archives* 26 (2018). DOI: <http://dx.doi.org/10.14507/epaa.26.3437>
- Reagan, E.M., Coppens, A., Couse, L., Hambacher, E., Lord, D., McCurdy, K. & Silva Pimentel, D. (2018). Toward a framework for the design and implementation of the Teacher Residency for Rural Education. In M. Reardon & J. Leanord (Eds.) *Innovation and Implementation: School-University-Community Partnerships in Rural Communities* p. 81 – 106. Information Age Publishers.
- Vernikoff, L., Schram, T., Reagan, E.M., Horn, C. Goodwin, A.L. & Couse, C. (2018). Beyond Urban or Rural: Field based experiences for teacher residencies in diverse contexts. In T. E. Hodges & A. C. Baum (Eds). *Handbook of Research on Field-Based Teacher Education*. p. 256 – 279. IGI Global.
- Reagan, E.M., Roegman, R. & Goodwin, A.L., (2017). Inquiry in the Round? Education rounds in a residency program. *Action in Teacher Education*. 39(3), 1-16. DOI: 10.1080/01626620.2017.1317299
- Reagan, E.M., Chen, C. & Vernikoff, L. (2016). “Teachers are Works in Progress”: A Mixed Methods Study of Teaching Residents’ Beliefs and Articulations on Teaching for Social Justice. *Teaching and Teacher Education*, 59(2016), 213-227.

- Reagan, E.M., Schram, T., McCurdy, K., Chang, T.-H. & Evans, C. M. (2016). Politics of policy: Assessing the implementation, impact, and evolution of the Performance Assessment for California Teachers (PACT) and edTPA. *Education Policy Analysis Archives*, 24 (9).
<http://dx.doi.org/10.14507/epaa.v24.2176>
- Roegman, R., Reagan, E.M., Goodwin, A.L., Yu, J. (2016). Support and Assist: Approaches to Mentoring in a Year-Long Teacher Residency. *International Journal of Mentoring and Coaching in Education*. 5(1), p. 37-53 <http://dx.doi.org/10.1108/IJMCE-09-2015-0026>
- Reagan, E.M., Chen, C., Roegman, R. & Zuckerman, K.G., (2015). Examining Teaching Residents' Reflections on Education Rounds in an Urban Teacher Residency Program. *International Journal of Educational Research*. 73(2015), p. 65-76
- Goodwin, A.L., Del Prete, T., Reagan, E.M., Roegman, R. (2015). A closer look at the practice and impact of "rounds." *International Journal of Educational Research*.
 doi:10.1016/j.ijer.2015.06.006
- Goodwin, A.L., Roegman, R., Reagan, E.M. (2015). Is Experience the Best Teacher? Extensive Clinical Practice and Mentor Teachers' Perspectives on Effective Teaching. *Urban Education* doi: 10.1177/0042085915618720
- Viesca, K., Reagan, E.M., Enterline, S. & Glesson, A.M., (2013). Developing a System of Program Assessment within Teacher Education: Lessons Learned. *The Teacher Educator*, 48(4), 257-275.
- Reagan, E.M., Pedulla, J., Jong, C., Cannady, M., & Cochran-Smith, M. (2011). Measuring Practices of Teaching for Social Justice in Elementary Mathematics Classrooms. *Educational Research Quarterly*, 34(3) 15-39.
- Lahann, R. & Reagan, E.M. (2011). Teach for America and the Politics of Progressive Neoliberalism. *Teacher Education Quarterly* (38) 1, 7-27.
- Ludlow, L., Pedulla, J., Reagan, E.M., Enterline, S., Cannady, M., & Chappe, S. (2011). Considerations in conducting longitudinal research. *Education Policy and Analysis Archives*, 19(11).
- Jong, C., Pedulla, J., Reagan, E.M., Salomon-Fernandez, Y., Cochran-Smith, M. (2010). Exploring the link between reformed teaching practices and pupil learning in elementary school mathematics. *School Science and Mathematics Journal* 10(6), 309-326.
- Ludlow, L., Mitescu, E., Pedulla, J., Cochran-Smith, M., Cannady, M., Enterline, S., & Chappe, S. (2010). An accountability model of initial teacher education. *Journal of Education for Teaching* 36(4), p.353-368.
- Cochran-Smith, M., Reagan, E.M., Shakman, K., and the BC TNE Evidence Team (2009). Just measures: Social justice as a teacher education outcome. *Teacher Education and Practice*, 22(3), p. 237-263
- Enterline, S., Cochran-Smith, M., Ludlow, L., & Mitescu, E. (2008). Learning to teach for social justice: Measuring changes in the beliefs of teacher candidates. *The New Educator*, 4, p.1-24.
- Ludlow, L., Pedulla, J., Enterline, S., Cochran-Smith, M., Loftus, F., Salomon-Fernandez, Y., Mitescu, E. (2008). From students to teachers: Using surveys to build a culture of evidence and inquiry. *European Journal of Teacher Education*. 31(4): 1-19.

INVITED/SOLICITED REPORTS

- Reagan, E.M. (2023). NEPC Review: The effects of high-performing, high-turnover teachers on long-run student achievement: Evidence from Teach for America. Boulder, CO: National Education Policy Center.

BOOK REVIEWS

Reagan, E.M. (2019). Book review of *The Promise and Practice of Next Generation Assessment* by David T. Conley, *Teachers College Record*, <http://www.tcrecord.org> ID Number: 22672

GUEST EDITORSHIPS

Goodwin, A. L., Reagan, E.M. & Roegman, R. (Eds.). (2015). Rounding out teacher preparation? International perspectives on education rounds for teacher professional learning and development. *International Journal of Educational Research*, 73. *Special Guest Issue*

PRESENTATIONS

- Vernikoff, L. & Reagan, E.M. (2024). Tensions in Critical and Quantitative Research in Education: A Review of the Literature. Paper presented at the annual conference of the American Educational Research Association (April 2024), Philadelphia, PA.
- Cochran-Smith, M. & Reagan, E.M. (2023). Transforming Teacher Education Evaluation: From Principles to Practice. Paper presented at the annual (conference of the American Educational Research (April 2023), Chicago, IL.
- Reagan, E.M. & Bell, K., Horn Langford, R., Huddleston, D., Megyesi-Brem, K., Quader, M., Rodríguez, Y, Salas, D., & Spiegelberg, A., Partida, E. & Hatkoff, R., Constructing Critical Coherence in a Social Justice-Oriented Teacher Education Program. Paper presented at the annual conference of the New England Educational Research Organization (May 2023), Portsmouth, NH.
- Cochran-Smith, M. & Reagan, E.M. (2022). 'Beyond Best practices' for evaluating teacher preparation programs. Paper presented at the annual conference of the American Educational Research (April 2022), San Diego, CA.
- Hambacher, E. & Reagan, E.M. (2022). Teacher preparation for social justice: A synthesis of the literature from 1999-2019. Paper presented at the annual conference of the American Educational Research (April 2022), San Diego, CA and the annual conference of the New England Educational Research Organization (April 2022), Portsmouth, NH.
- Roegman, R., Goodwin, A.L., Reagan, E.M., Vernikoff, L., & Ahn, J. (2022). Advancing racial equity in extended clinical practices: A collaborative autoethnography exploring possibility. Paper presented at the annual conference of the American Educational Research (April 2022), San Diego, CA.
- Cochran-Smith, M. & Reagan, E.M. (2021). 'Best practices' for evaluating teacher preparation programs. Paper presented at the annual (virtual) conference of the American Educational Research (April 2021).
- Fornauf, B., Reagan, E., McCurdy, K., Mascio, B., Higginbotham, T., & Collins, M. (2021). Tensions in operationalizing Universal Design for Learning: A collaborative self-study. Paper presented at the (virtual) annual conference of the New England Educational Research Organization (April 2021).
- McCurdy, K., Reagan, E. & Connelly, V. (2021). Feelings of support and connectedness: An exploratory social network analysis. Paper presented at the annual (virtual) conference of the New England Educational Research Organization (April 2021).
- Reagan, E.M., Coppinger, E., Fornauf, B., Mascio, B. & Tompkins, A. (2021). Assets of place: Examining preservice teachers' discourses of place and rurality. Paper presented at the annual (virtual) conference of the American Educational Research Association (April 2021) and the annual (virtual) conference of the New England Educational Research Organization (April 2021).

- Roegman, R., Goodwin, A.L., Vernikoff, L., Ahn, J. & Pau Hoang, A., Advancing racial equity in extended clinical practice. Paper presented at the annual (virtual) conference of the American Educational Research Association (April 2021).
- Mascio, B., McCurdy, K., Reagan, E.M., Fornauf, B., Higginbotham, T., & Collins, M. (2020). Goals, Barriers, and Implementation: The Why and How of Universal Design for Learning in Teacher Education. Presentation at the annual conference of the American Association of Colleges for Teacher Education (AACTE), Atlanta, GA.
- Reagan, E.M., Ahn, J., Vernikoff, L., Roegman, R., (2019). What makes them legitimate? Analysis of teacher residency programs. Paper presented at the annual conference of the American Educational Research Association, Toronto, CA.
- Fornauf, B., Higginbotham, T., McCurdy, K., Mascio, B. & Reagan, E.M. (2019). Analyzing Barriers, Enabling Inclusive Pedagogy: A Collaborative Autoethnography of Universal Design for Learning in a Teacher Residency. Paper presented at the New England Educational Research Organization, Portsmouth, NH.
- Fornauf, B., Higginbotham, T., McCurdy, K., & Reagan, E.M. (2018). Conceptualizing, Operationalizing, and Implementing UDL in a Teacher Residency: A Collaborative Autoethnography. Presentation at the From Novice to Expert: Implementing UDL Across Academic Disciplines Conference, East Hartford, CT.
- McCurdy, K., Rogers, A., Reagan, E.M. & Schram, T. (2018) Examining the Relationship between Policy and Practice through the Lens of Shared Decision Making on a Statewide Teacher Performance Assessment. Presentation at the annual meeting of the American Association for Colleges of Teacher Education, Baltimore, MD.
- Reagan, E.M, Fornauf, B., Hambacher, E., Lord, D., Higginbotham, T., Lord, D., McCurdy, K., Schram, T., Connelly, V. (2018). Placing Teachers: Review of the literature on rural teacher education. Paper presented at the American Educational Research Association Annual Meeting, New York, NY and New England Educational Research Organization, Portsmouth, NH.
- Reagan, E.M., McCurdy, K., Birch, M., Rogers, A., Sherman, D., Terrell, D.G. (2018). Knowledge of learners in context: Teacher candidate performance assessment and novice teacher practice. Paper presented at the American Educational Research Association Annual Meeting, New York, NY and New England Educational Research Organization, Portsmouth, NH
- Roegman, R., Reagan, E. M., Ahn, J. (2018). Prescribing Remedies for What Ails Education?: Medical Residencies as a Model of Teacher Preparation. Presentation at the Fourteenth Annual Conference of Qualitative Inquiry, Urbana-Champaign.
- Vernikoff, L., Reagan, E.M., Couse, L.J., Goodwin, A.L., Horn, C. & Schram, T., (2018). Beyond Urban and Rural: Effective clinical practices for teacher residencies in diverse contexts. Presentation at the annual meeting of the American Association for Colleges of Teacher Education, Baltimore, MD.
- Chen, C., Vernikoff, L., Goodwin, A.L., Reagan, E.M., Roegman, R., (2017). Purposeful Change: Reimagining in an Urban Teacher Residency Program. Presentation at the American Association of Colleges for Teacher Education Annual Meeting, Orlando, FL.
- Roegman, R., Reagan, E.M., Goodwin, A.L., Vernikoff, L. & Chen, C. (2017). Revolutionary, Evolutionary, or Purposeful: Re-imagining Social Justice-Oriented Teacher Preparation. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX
- Rogers, A., Reagan, E.M., Ward, C. (2017). Setting the Stage for Learning: Preservice Teacher Performance Assessment and Novice Teacher Assessment Literacy. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX and New England Educational Research Organization Annual Meeting, Portsmouth, NH.
- Reagan, E.M., Terrell, D.G., Rogers, A., Schram, T., Tompkins, P., Ward, C., Birch, M. McCurdy, K. & McHale, G. (2016). A Localized Policy Framework: A Statewide Collaboration toward a Teacher

Candidate Performance Assessment. Paper presented at the American Educational Research Association Annual Meeting, Washington, DC and New England Educational Research Organization Annual Meeting, Portsmouth, NH.

- Chen, C., Reagan, E.M., Vernikoff, L. & Goodwin, A.L. (2016). "Learned Passions:" An examination of teaching for social justice from residency to practice. Paper presented at the American Educational Research Association Annual Meeting, Washington, DC and New England Educational Research Organization Annual Meeting, Portsmouth, NH.
- Reagan, E.M., Schram, T., McCurdy, K, Chang, T., & Evans, C. (2015). Politics of policy: Assessing the evolution, implementation, and impact of the PACT and edTPA. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL and New England Educational Research Organization Annual Meeting, Portsmouth, NH.
- Reagan, E.M., Chen, C. & Vernikoff, L. (2015). "Teachers are Works in Progress": A Mixed Methods Study of Teaching Residents' Beliefs and Articulations on Teaching for Social Justice. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL and New England Educational Research Organization Annual Meeting, Portsmouth, NH.
- Reagan, E.M. & Schram, T. (2014). Toward a New Hampshire Teacher Candidate Assessment of Performance. Presented at the University of New Hampshire Educational Research and Practice Lecture Series, Durham, New Hampshire. November 2014.
- Terrell, D., Tompkins, P., Reagan, E.M. & Provost, L. (2014). "If the cart is before the horse, is it at least a structurally sound cart?"—Responding to edTPA and the Need for a Common Assessment of Educator Candidate Performance. Presentation at the New England Educational Research Organization Annual Meeting, West Dover, VT.
- Reagan, E.M., Zuckerman, K.G., Pratt, S. (2014). Context, Community, Culture: A Collective Case Study of Clinical Experience in a Teacher Residency Program. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA and New England Educational Research Organization Annual Meeting, West Dover, VT.
- Reagan, E.M., Roegman, R., Zuckerman, K.G. & Chen, C. (2014). Round and Round: Examining Teaching Residents' Reflections on Education Rounds in an Urban Teacher Residency Program. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Goodwin, A.L., Roegman, R., Reagan, E.M. (2014). Is Experience the Best Teacher? Extensive Clinical Practice and Mentor Teachers' Perspectives on Effective Teaching. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Reagan, E.M., Goodwin, A. L., Chen, C., Pratt, S., Roegman, R., Sanchez, S. & Zuckerman, K.G. (2014). Rounding Out Teacher Education: Education Rounds as a Cutting-Edge, Pedagogically Rich Practice in Teacher Education. Interactive Session presented at the American Association of Colleges for Teacher Education Annual Conference, Indianapolis, IN.
- Reagan, E.M., Roegman, R., Goodwin, A.L., Zuckerman, K. (2013): Inquiry in the Round? A qualitative case study of education rounds in a residency program. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Roegman, R., Reagan, E.M., Yu, J. & Goodwin, A.L. (2013). What Matters to Mentors: Conceptions of Practice. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Goodwin, A.L., Reagan, E.M., and the Teaching Residents at Teachers College staff (2013). Re-Inventing University-Based Teacher Education. Presentation at the American Association of Colleges of Teacher Education Annual Meeting, Orlando, FL.

- Goodwin, A.L. & Reagan, E. (2012). Practice-focused professional education for teachers. Invited speaker at Connecting Advances in Learning Research and Teacher Practice: A conference about teacher education, New York, NY.
- Reagan, E. (2012). Teacher Education for Social Justice: A methodological review of the literature. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, Canada.
- Reagan, E. (2011). Examining the relationships among undergraduate teacher candidates' experiences, perceptions, and beliefs about teaching for social justice. Paper presented at American Educational Research Association Annual Meeting, New Orleans, LA.
- Ludlow, L., Pedulla, J., Cannady, M., Mitescu, E., Enterline, S., Chappe, S., Holder, A., Loftus, F., Cantor, D., McMahon, T. (2010). Navigating methodological challenges in conducting longitudinal multi-cohort teacher retention analyses. Paper presented at American Educational Research Association Annual Meeting, Denver, CO.
- Mitescu, E., Ludlow, L., Pedulla, J., Cochran-Smith, M., Cannady, M., Chappe, S., Hu, J., Enterline, S., Loftus, F., & Cantor, D. (2009). Building an institution-specific higher educational accountability system. Paper presented at American Educational Research Association Annual Meeting, San Diego, CA.
- Lahann, R. & Mitescu, E. (2009). Teach for America and the Politics of Progressive Neoliberalism. Paper presented at the New England Educational Research Organization Conference and at American Educational Research Association Annual Meeting, San Diego, CA.
- Mitescu, E. (2008). Comparing Rating Scale and Partial Credit Models using Rasch modeling to measure commitment to teaching for social justice. Presented during the NEOM workshop at the New England Educational Research Organization Conference.
- Mitescu, E., Cannady, M., Pedulla, J., Jong, C., & Salomon-Fernandez, Y. (2008). A comparison of teaching practices and pupil outcomes for teachers from two pathways to teaching. Paper presented at the New England Educational Research Organization Conference.
- Pedulla, J., Mitescu, E., Jong, C. & Cannady, M (2008). Observing Teaching for Social Justice for teachers from two pathways. Paper presented at the American Educational Research Association National Conference, New York, NY.
- Enterline, S., Ludlow, L., Mitescu, E., Cochran-Smith, M (2008). Learning to teach for social justice: Measuring changes in beliefs. Paper presented at the American Educational Research Association National Conference, New York, NY.
- Ludlow, L.H., Enterline, S. Pedulla, J. Kafka, A. Loftus, F. Salomon-Fernandez, Y., & Mitescu, E. (2007). From students to teachers: Candidates'/Graduates' perceptions. Paper presented at the American Educational Research Association National Conference, April, 2007, and at the New England Educational Research Organization Conference. April, 2007.
- Pedulla, J. Salomon-Fernandez, Y. Mitescu, E. Jong, C. & Cochran-Smith, M. (2007). Lessons learned from a study comparing classroom practices and pupil learning for teacher from two pathways into teaching. Paper presented at the American Educational Research Association National Conference, April, 2007, and at the New England Educational Research Organization Conference. April, 2007.

TEACHING EXPERIENCE

UNIVERSITY TEACHING EXPERIENCE

Claremont Graduate University, School of Educational Studies

Emilie Mitescu Reagan

Courses taught:

- ED484: Dissertation Direction: Fall 2023
- ED485: Research Practicum: Fall 2022; Spring 2023
- ED520: Introduction to the Field of Educational Research: Fall 2023
- ED525: Preparing Highly Effective and Socially Just Educators: Fall 2021
- ED580A: Proseminar for Doctoral Study: Fall 2021; Fall 2022
- ED580B: Capstone for Doctoral: Spring 2022
- ED590: Organizational Theory and Change in School Contexts: Spring 2022
- ED633UL: Analyzing and Designing Empirical Research in School Contexts: Fall 2022
- ED635UL: Collecting and Analyzing Quantitative and Qualitative Data in School Contexts: Spring 2021, Spring 2023

University of New Hampshire

Courses taught:

- EDUC 700/800: Educational Structure and Change (Undergraduate, Masters level): Fall 2013, Fall 2014, Fall 2015
- EDUC 900/901: Internship and Seminar in Teaching (Masters level): Fall 2013 – Spring 2014, Fall 2014 – Spring 2015, Fall 2015 – Spring 2016
- EDUC 885: Introduction to Assessment (Masters level): Spring 2014, Fall 2016, Spring 2018, Spring 2019, Spring 2020
- EDUC 881: Introduction to Statistics: Inquiry, Analysis & Decision Making (Masters, Doctoral level): Fall 2016, Fall 2017, Fall 2018

Certificates and Courses developed:

- Graduate Certificate in Assessment, Evaluation and Policy (co-developed with Jade Caines Lee, approved Fall 2015)
- EDUC 886: Issues in Assessment (approved Spring 2015)

Teachers College, Columbia University

Department of Curriculum and Teaching: Summer 2012 – Summer 2013

Courses taught:

- Curriculum and Instruction in Secondary Inclusive Education (Masters level): Spring 2013
- Issues in Assessment: Historical Contexts, Perennial Dilemmas, and Current Trends (Doctoral level): Summer 2012
- Fieldwork in Curriculum and Teaching (co-taught with Rebecca Stanton) (Masters level): Summer 2012

Mercy College, School of Education

Assistant Professor, Department of Elementary Education: September 2010-May 2011

Course taught:

- Educational Evaluation and Assessment from Early Childhood through Adolescence (Masters level): Fall 2010, Spring 2011

Boston College, Lynch School of Education

Teaching Assistant, Department of Educational Research, Measurement and Evaluation (Masters, doctoral level): Fall 2007 – Fall 2008

Professors Larry Ludlow, Laura O'Dwyer, Joseph Pedulla,

Courses assisted:

- Introductory Statistics, Fall 2007
- Intermediate Statistics, Spring 2008
- General Linear Models, Fall 2008

** Awarded Boston College Donald J. White Teaching Excellence Award*

Graduate Assistant Supervisor: August 2005- May 2006

- Supervised fifteen teacher candidates by observing and providing feedback to lessons
- Facilitated weekly meetings in schools with teacher candidates

Teach for America, Philadelphia Institute

Instructor for new Teacher for America Corps Members (Corps Member Advisor): Summer 2006

- Supervised and mentored twelve newly hired elementary and secondary Teach for America teachers during the summer training institute through observations and regular feedback.
- Evaluated corps member performance and modified curriculum to best meet their needs

K-12 TEACHING EXPERIENCE

Mattahunt School, Mattapan, MA

Academic Teacher: Summer 2007

Building Educated Leaders for Life (BELL)

- Ensured academic and social development of BELL summer fourth and fifth grade scholars and used BELL summer curriculum to create and execute lessons and activities for scholars in mathematics and reading.

Tilden Middle School, Philadelphia, PA

Fifth Grade Teacher: August 2003- August 2005

Teach for America

- Designed and implemented balanced reading, writing, math, social studies and science curriculum for twenty-five students, raising reading and math levels, bringing majority of the students to proficient level
- Participated in teaching activities outside of regular class time, including the extended-day after school program, Saturday school program, and summer school program
- Led seventeen Teach for America corps members at Tilden Middle School as "School Site Coordinator," supporting new corps members, leading workshops and coordinating meetings

PROFESSIONAL EXPERIENCE (Non-Teaching)

Teachers College, Columbia University

Teaching Residents at Teachers College (TR@TC)

A. Lin Goodwin, Vice Dean of Teacher Education, Professor of Education

Lead Research Associate and Partnership Schools Coordinator: May 2011 – June 2013

- Established and supported partnerships between the TR@TC program and New York City public schools
- Designed and implemented curriculum to support mentor (cooperating) teachers and facilitated monthly professional development meetings with mentor teachers
- Facilitated education rounds in TR@TC partnership schools
- Served as co-principal investigator on a longitudinal research study examining the impact of the Teaching Residents at Teachers College program on teacher and student learning

Consultant: November 2010 – February 2011

- Consulted with the Office of Teacher Education to develop a proposal for New York State Race to the Top funds to support a clinically-rich teacher education program with an emphasis on preparing secondary science and bilingual education teachers for urban schools

Mercy College

Alfred Posamentier, Dean, Mercy College School of Education

Assistant Professor and Assessment Coordinator, School of Education: September 2010- May 2011

- Coordinated the implementation of the school-wide assessment plan and established assessment strategies to measure teacher candidate learning at various points in time including benchmark assessments, culminating projects, and comprehensive exams
- Collaborated with associate deans and program administrators to redesign and develop curriculum for the clinically-based teacher preparation program
- Co-chaired NCATE committee, responsible for coordinating initial NCATE accreditation process

Boston College, Lynch School of Education

Boston College Teachers for a New Era and Ford Evidence Team Research

Team Member: January 2006 – May 2011

Doctoral Research Fellow: May 2008-July 2009 Graduate

Research Assistant: January 2006 – May 2008 Chair:

Marilyn Cochran-Smith

- Coordinated activities of the Teachers for a New Era Evidence Team, including, but not limited to, preparing reports and work plans, designing seminars, developing workshops and presentations, overseeing research activities for six major evidence-gathering projects, as well as supervising graduate and undergraduate research assistants.
- Involved primarily in two of six major research studies in a larger portfolio, including survey team and comparison study

SERVICE

National/Regional

- American Educational Research Association
 - Division K, Legacy Awards Committee, 2019
 - Conference proposal reviewer for Division K, 2013 - present
- New England Educational Research Organization
 - Elected Board Member
 - Immediate Past President, 2022 - present
 - President, 2020 - 2022
 - Vice President & Conference Chair, 2018 - 2020
 - Conference Director, 2016 - 2018
 - New Hampshire State Representative, 2014 – 2016
 - Human Development strand leader, 2014 - 2016
 - Proposal reviewer, 2014 – present
 - Presentation chair and discussant, 2015 - present
- Regional Educational Laboratory – Northeast and Islands (REL-NEI) Teacher Preparation Research Alliance
 - Appointed member, 2017 – 2019
- Ad Hoc Journal Reviewer
 - *Action in Teacher Education*
 - *Educational Evaluation and Policy Analysis*
 - *Equity and Excellence in Education*
 - *Journal of Teacher Education*
 - *Teaching and Teacher Education*
 - *Teacher Education Quarterly*
 - *Teacher Educator*

- *The New Educator*
- *Review of Educational Research*

State

- New Hampshire Institutions of Higher Education (NH IHE) Network member, 2014 - 2018

Claremont Graduate University

- Commencement Committee, 2022 - present

University of New Hampshire

University and College

- UNH Faculty Senate, Fall 2016
- UNH Research and Engagement Academy, Faculty Coach, Spring 2020
- UNH Writing Academy, Faculty Coach, Summer 2020
- Division Secretary, College of Liberal Arts, 2014 – 2015
- Preservice Teacher Council member, 2013 – present
- Institutional Review Board, 2017 - present

Department

- Education Department Promotion & Tenure Committee, 2013 - 2014
- Ann L. Loranger Award Outstanding Teacher Mentor of the Year Committee, Spring 2014
- Doctoral Advisory Committee, 2015 - present
- Elementary Education Supervisor (SUPE) group member, 2013 – 2016
- UNH School – University Collaborative, 2013 – 2016
- Social Justice Working Group, 2015 – 2016
- Executive Committee, 2017 – present
- Educator Preparation Committee, 2018 - present

AWARDS AND HONORS

- New England Educational Research Organization, Distinguished Service Award, 2024
- Association of Teacher Educators, Distinguished Research in Teacher Education, 2023
- New England Educational Research Organization, Kim Fries Award for Early Career Distinction, 2020
- University of New Hampshire Outstanding Assistant Professor Nominee, January 2017
- Boston College Lynch School of Education Dissertation Fellowship (\$18,000 competitive award), 2009
- Educational Research, Measurement, and Evaluation Comprehensive Exam pass with distinction, 2008
- John Schmitt Award for outstanding graduate student research at the New England Educational Research Organization annual conference, 2008
- Donald J. White Teaching Excellence Award, 2008
- Outstanding evaluation on BELL summer teaching review, 2007
- European Studies Certificate, 2003; Georgetown University Dean's List, 1999, 2002, 2003; Member Pi Delta Phi national French Honor Society, 2003
- Member of the Georgetown University varsity track team, 1999-2001

PROFESSIONAL MEMBERSHIPS

- American Educational Research Association, 2008 – present
- New England Educational Research Organization, 2008 – present
- American Association of Colleges for Teacher Education, 2013 – present

SKILLS AND EXPERIENCE

- Conversational French
- Pennsylvania teacher certification (Grades 1 – 8) (lapsed)