

Sharilyn C. Steadman, PhD
Associate Professor
Coordinator, Master of Arts in Teaching Program
Department of Literacy Studies, English Education, and History Education
College of Education
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Academic Background

Doctor of Philosophy University of Michigan, Ann Arbor, Michigan. 2004
Joint Program in English and Education.
Dissertation: *Becoming Teacher Educators: Constructing Practices and Identities.*
Committee Chair: Dr. Lesley A. Rex
Doctoral committee: Dr. Anne R. Gere, Dr. Magdalene Lampert, Dr. Dirck Roosevelt

Master of Education Belmont University, Nashville, Tennessee, 1997
Concentration: English
Master's Thesis: *A Reader Response Approach to Teaching Ceremony* by Leslie Marmon Silko in the Secondary Classroom.
Co-Advisors: Dr. Corrine Dale and Dr. John Payne

Bachelor of Arts in English Belmont University, Nashville, Tennessee, 1991
Major: English
Secondary Major: Secondary Education
Minor: French

Certifications

North Carolina Methods Faculty License, 2013-2017
Collaborative Institutional Training, 2012-2015
California Clear Credential, 2000
Crosscultural, Language, and Academic Development Endorsement, 1998
Tennessee Teaching License, 1997-2017

Memberships

American Education Research Association, 2012-present
Association of American Colleges for Teacher Education, 2012-Present
Assembly of Literature for Adolescents of NCTE 2009-present
Conference on English Education, 2008-present
National Council of Teachers of English, 1991-present

WORK EXPERIENCE

Academic Experience

At ECU:

Associate Professor August, 2015-Present, English Education
Literacy Studies, English Education, & History Education
Coordinator of Master of Arts in Teaching Program
East Carolina University

Assistant Professor January, 2009-August, 2015 English Education,
Literary Studies, English Education, and History Education
East Carolina University

Responsible for conducting research in English teacher education, program reform initiatives, and related issues; teaching courses in English education; supervising English interns; serving as program area coordinator and student advisor; serving as the Coordinator of the Master of Arts Program (2015-present); serving as a Director of the Tar River Writing Project (2009-2011); on departmental, college, and university committees; and performing as a member of graduate faculty with masters and doctoral directive status.

Courses taught:

EDUC 6553	Problems and Issues in Education
ENED 2123	Early Experiences for the Prospective Teacher
ENED 3018	Introduction to the High School English Curriculum
ENED 3815	Composition Instruction in Grades 9-12
ENED 4010	Assessment, Management, and Instruction in High School English
ENED 4324	Internship in English
ENED 4325	Internship Seminar, Issues in English
ENED 4960	Literature for High School
ENED 6510	Recent Trends in English Education
ENED 6511	Directed Research Project
ENED 6967	Literature Study in the Secondary School
HIED 6510	Issues and Problems in Social Studies Education
HNRS 3101	Independent Study
HNRS 3102	Independent Study
HNRS 3103	Independent Study
HNRS 4103	Independent Study
MIDG 6401,	Middle Grades Product Documentation
TCHR 6024	MAT Internship

Advising: Academic advisor to 100% of post-2123 English Education undergraduate and licensure only students (2009-2015);
Academic advisor to junior and senior English Education undergraduate and MAT students (2015-present).

Prior to ECU:

Assistant Professor 2004-December, 2008, Middle and Secondary English
Education, Department of Middle and Secondary
Education, Florida State University.

Responsible for conducting research in English teacher education; teaching and developing courses in English education and qualitative research methods at the undergraduate and graduate levels; advising undergraduate and graduate students; supervising student teachers;

mentoring graduate students and adjuncts in the supervision of student teachers; serving as co-director of the Florida State Writing Project; developing and serving as Director of the Young Writers' Camp; participating on departmental, college, and university committees; and performing as a member of graduate faculty with masters and doctoral directive status.

Graduate Student Instructor January, 2002 - May, 2004, School of Education, University of Michigan.

Responsible for teaching courses in English/language arts methods; arranging and supervising pre-intern English/Language Arts teaching opportunities in middle and high schools and developing and teaching associated practicum seminar; supervising student teachers in their directed teaching experience; conducting research in university-based supervision of student teachers.

Graduate Student Instructor September, 2000 - December, 2001 for the English Department, University of Michigan.

Responsible for teaching courses in argumentative writing and college composition.

English Teacher September, 1997 - February, 2000. Edison High School, Huntington Beach, California

Responsible for teaching English, grades 10 and 12; serving as a Beginning Teacher Support Provider (BTSA), cooperating teacher, coordinator of the School-wide Reading Initiative, WASC (Western Association of Schools and Colleges) focus group leader, advisor for the senior class, and sponsor of the school newspaper.

English Teacher, Department Chair August, 1991 - July, 1997, Franklin High School and Centennial High School, Franklin, Tennessee

Responsible for teaching English, grades 9-12; serving as department chair, school-wide gifted consultant, cooperating teacher, newspaper sponsor, Youth in Government advisor, and senior class advisor; writing a \$100,000 Education Technology Grant for the state department and writing and coordinating grants for the Tennessee Arts Commission Artist-In-Residence Program; and coordinating Project DIANE: Distance Learning Project with the Tennessee Performing Arts Center.

Consulting

2005: Florida Department of Education, Question Production for the Florida Teacher Certification Examination. Attended training and a question production session for a specific portion of the FTCE. Wrote 50 questions for the exam.

1997: Belmont University, Nashville, TN, Special Consultant on Public Schools. Provided consulting services to a member of the English Department at Belmont University regarding the functions of public schools in Tennessee.

Other Teaching Activities

Assurance of Learning - Teaching

2013-2014 - Assurance of Learning - Teaching. Served on Pirate Code 5: Reconceptualization and redesign of student intern support team (university supervisor, clinical teacher, instructional coach) initial and on-going training. Currently identifying ways to enhance training opportunities, scope, and effectiveness.

Course (Existing) - Compensated Redesign

2013-2014 - Course (Existing) - Compensated Redesign. To implement Video Grand Rounds in ENED 2123, I redesigned the course content, syllabus, materials, and methods of instruction to infuse selected classroom videos, individual student protocol completion, and whole class discussion opportunities prior to course students field practicum observations during summer 2013.

2012-2013 - Course (Existing) - Compensated Redesign. In response to TQP grant participation, it was necessary for me to significantly redesign of ENED 2123, ENED 3018, ENED 4960, ENED 6967 courses to integrate the concepts of the Common Core State Standards during summer 2012.

Creation/Delivery: Conventional

2007-2008 - Course (New) - Creation/Delivery: Conventional. Designed and implemented a survey course of British Literature for Secondary Teachers at Florida State University.

2007-2008 - Course (New) - Creation/Delivery: Conventional. Designed and implemented a graduate course in Methods of Instruction and Classroom Management for English Education graduate students at Florida State University.

2007-2008 - Course (New) - Creation/Delivery: Conventional. Designed and implemented a graduate course in Discourse Analysis at Florida State University.

2004-2005 - Course (New) - Creation/Delivery: Conventional. Created and taught a course in University Supervision at Florida State University.

Student Assign-Clinical/Practicum/Internship

2013-2015 - Student Assign-Clinical/Practicum/Internship. 13 students. Facilitated the implementation of the co-teaching model for English Education with four co-teaching pairs. These students also worked with Instructional Coaches during 2013-14.

2012-2013 - Student Assign-Clinical/Practicum/Internship. 2 students.

2011-2012 - Student Assign-Clinical/Practicum/Internship. 3 students.

2009-2010 - Student Assign-Clinical/Practicum/Internship. 3 students.

Spring 2009 - Student Assign-Clinical/Practicum/Internship. 2 students.

Fall 2008 - Student Assign-Clinical/Practicum/Internship. 3 students. Florida State University.

2007-2008 - Student Assign-Clinical/Practicum/Internship. 5 students. Florida State University.

2006 – 2007 - Student Assign-Clinical/Practicum/Internship. 6 students. Florida State University.

2005-2006 - Student Assign-Clinical/Practicum/Internship. 4 students. Florida State University.

Students Advised (UG/LO)

2015 -16 – Students Advising (UG/LO). 31 students.

2014-15 –Students Advising (UG/LO). 47 students.

2013-2014 - Students Advised (UG/LO). 67 students.

2012-2013 - Students Advised (UG/LO). 75 students.

2011-2012 - Students Advised (UG/LO). 71 students.

2010-2011 - Students Advised (UG/LO). 45 students.

2009-2010 - Students Advised (UG/LO). 28 students.

Students' Supervised Research (UG)

2012-2014 - Student Assign-Supervised Research (UG). [Amanda Sugg, Honors College] I served as the honors project faculty mentor for Amanda Sugg, ENED, class of 2014.

2010-2011 - Student Assign-Supervised Research (UG). 1 student. I served as Heather Ayers faculty adviser for her Senior Honors Project that explored the impact of Internet and technology accessibility on rural area high school students.

Thesis/Dissertation Committee Chair

2008-2009 - Thesis / Dissertation Committee - Chair. 2 students.
Served as dissertation committee chair for two students at Florida State University.

2014-2015 Thesis/ Dissertation Committee - Member: 2 students. Jillian Nyswonger (ECU Master of Speech Pathology) and Dionna Manning (ECU EdD in Higher Education)

2012-2013 Thesis/ Dissertation Committee - Member: 3 students.
John D. Boyles, EdD awarded, May 2013. Dissertation title: The Naming Of The Parts: An Associative Study Of Writing Relevant Knowledge, Working Memory, And Curriculum Potential.
Ellen E. Dobson, EdD awarded, December 2013. Dissertation title: Examining the impact of early field experience on candidate readiness as measured by the Teacher Performance Assessment.

Dionna Manning, Candidate. Dissertation working title: The effects of university rankings and educational backgrounds for University Supervisors in teacher education.

2009-2010 - Thesis / Dissertation Committee - Member. 1 student. Served on a dissertation committee, via a courtesy appointment, for a Florida State University candidate.

2007-2008 - Thesis / Dissertation Committee - Member. 6 students. Served on six dissertation committees from 2006-2008.

Innovations in Course Content / Presentation

2014 - Benchmarked Milestone Performances. Working with Dr. Allen Guidry and Dr. Todd Finley, identified and defined underlying concepts that serve as the foundation and inspiration for the English Education – and in part the History Education –program. Identified and defined the essential milestone competencies that teacher candidates must be able to perform/demonstrate in order to be considered *making adequate progress* within these programs. The instrument will be implemented in fall 2014 in the 2123 and junior 1 courses.

2013-2014 – Designed the method for implementing Video Grand Rounds into ENED 2123. Analyzed the results of the first semester of implementation and made strategic changes to enhance the teacher candidate learning experience.

2013-2014 – Restructured ENED 4324 and 4325 to integrate the co-teaching model and instructional coaching. Selected and solicited Clinical Teachers to be trained in this model and provided support throughout the implementation.

2013-2014 - Implemented Taskstream-based ISLES 1 and 2 modules in ENED 2123 (ISLES 1) and ENED 3018 and 4960 (ISLES 2) and integrated concepts into course goals and activities.

2009-2010 - ENED 4010 Assessment and Classroom Management. This course was approved in spring 2009 and taught for the first time in fall 2009, requiring an initial syllabus, of the course into the established English Education curriculum, and implementation.

2009-2010 - ENED 3018 Introduction to the Secondary Language Art Curriculum. This course was approved in early 2009, but offered for the first time in spring 2010. This required the development of a syllabus, integration of the course into the established English Education curriculum, and initial delivery of instruction.

2009-2010 - Dr. Mark L'Esperance and I integrated the needs of twenty-five students from four difference programs into one graduate level course, which we co-taught. These programs were the English Education MAEd, the History Education MAEd, the History Education MAT, and the Middle Grades MAEd. By the conclusion of the semester, all students had successfully taken the CITI (IRB) modules, constructed an action research project, and presented their action research proposals to a group of Curriculum and Instruction faculty.

2009-2010 - Dr. T. Finley and I worked to align the content of all courses in the English Education program so that curricular concepts build upon and flow into

each other. This seamless alignment was designed to allow students to encounter and develop skills in one course and reapply them in subsequent courses. In addition, we are identifying a set of texts that are introduced in early courses and then revisited along the arc of the program.

INTELLECTUAL CONTRIBUTIONS

Refereed Articles

Cuthrell, K. C., Steadman, S.C., Stapleton, J. N., & Hodge, E.M. (accepted, forthcoming 2015). Developing expertise: Using video to hone teacher candidates' classroom observation skills. *The New Educator*.

Tighe, E., Barnes, A., Connor, C. M., & Steadman, S. C. (2013). Defining success in Adult Basic Education: Multiple stakeholders, multiple perspectives. *Reading Research Quarterly, 48* (4), 414-435.

Steadman, S. C., Carrol, P. S., & Froelich, K. (2013). Young adult literature in non-English/language Arts classes?: Enhancing teacher candidate and student engagement in content-area course literacies. *Signal, 35* (3), 16-19.

Steadman, S. C. (2012). Breaking down literature boxes while traveling with the Little Prince. *English Journal, 102* (1), 98-99.

Steadman, S. C. & Finley, T. B. (2012). From anemic to robust: English Education teacher candidates' perceptions of student engagement. *California English Journal, 17* (5), 20-23.

Steadman, S. C. & Brown, S. D. (2011). Defining the job of university supervisor: A department-wide study of university supervisors' practices. *Issues in Teacher Education Journal, 20* (1), 51-68.

Steadman, S. C. (2009). Cycles of Confidence: Supporting University Supervisors' Recursive Trajectories of Development. *Teaching and Learning: the Journal of Natural Inquiry and Reflective Practice, 23* (3), 98-110.

Steadman, S. C. & Simmons, J. (2007). Mentoring non-university certified teachers: Who pays the price? *Phi Delta Kappan, 89* (1), 364-67.

Steadman, S. C. & Wetherell, T. K. (2007). University President, University Supervisor: A university president re-enters the world of student teaching. *Florida Educational Leadership, 8* (1), 13-16.

Introductory editors' articles in refereed journals:

Steadman, S. C. & Evans, C. (2014). Assessment of Pre-Service and In-Service Teachers. *Journal of Curriculum and Instruction, 8* (1), 1-7.

Kester, D. D., Steadman, S. C., Evans, C., & Bricker, P. (2013). Celebrating six years of JoCI. *Journal of Curriculum and Instruction, 6* (2), 1-9.

Steadman, S. C. & Evans, C. (2013). Curriculum, Instruction, and the Common Core State Standards. *Journal of Curriculum and Instruction, 7* (2), 1-5.

Refereed Proceedings

Full Paper

Steadman, S. C., & Lys, D. (2014, April 5, 2014). Listening to the most important voice in teacher education: The voice of the teacher candidate. Paper presented at the 2014 annual meeting of the American Education Research Association. Retrieved April 13, 2014 from the AERA Online Paper Repository.

Cuthrell, K., Steadman, S.C., Wilhite, K., Stapleton, J., & Hodge, E. (2014, April 5, 2014). Moving beyond a pilot: Expanding video grand rounds across teacher education. Paper presented at the 2014 annual meeting of the American Education Research Association. Retrieved April 13, 2014 from the AERA Online Paper Repository.

Steadman, S. C. (2013). Stepping into the spotlight: New Opportunities for University Supervisors in the age of authentic accountability. Paper presented at the 2013 annual meeting of the American Educational Research Association. Retrieved April 13, 2014, from the AERA Online Paper Repository.

Steadman, S. C. & Warren, L. (2013, April 29, 2013). Listening to Teacher Candidates: Lessons learned from and for implementing new accountability instruments and standards. Paper presented at the 2013 annual meeting of the American Educational Research Association. Retrieved April 13, 2014, from the AERA Online Paper Repository.

Non-Refereed Articles

Steadman, S. C., & Simmons, J. (2007). Teachers not certified by universities burden our best teachers. *Education Digest*, 72 (7), 19-24.

Steadman, S. C., et al. (2006). Needing to teach. *Florida English Journal*, 41 (2), 12-17.

Invited Articles/Reviews

Steadman, S. C. (2013). Pathways to the Common Core: Accelerating Achievement (Book Review). *Journal of Curriculum and Instruction*, 6 (2), 79-82.

Steadman, S.C., Langston, J., Harrell, R., Gill, V., Larkins, D., Kirkendol, K., Carter, M., Meisenzahl, A., Foster, B. J., Hemple, A., Kiser, A., & Radcliffe, B. (2006). Needing to teach. *Florida English Journal*, 41 (2), 12-17.

Book

Wood, S. N., Steadman, S. C., & Simmons, J. S. (2010). *Literacy instruction for today's classroom: Implementing strategies based on 20 scholars and their ideas*. Lanham, MD: Rowman & Littlefield Publishers.

Book Chapters

Refereed

Steadman, S. C. (2006). Extending opportunities, expanding boundaries: Addressing gendered discourse through multiple subjectivities in a high school English classroom. In Lesley Rex (Ed.), *Discourse of opportunity: How talk in learning situations creates and constrains* (pp. 329-358). NY: Hampton Press.

Rex, L. A., Steadman, S. C., & Graciano, M. (2006). Researching the complexity of classroom interaction.. In J. Green, G. Camilli, & P. Elmore (Eds.), *Handbook of Complementary Methods in Education Research* (pp. 727-771). Mahwah, NJ: Lawrence Erlbaum and American Educational Research Association.

Presentation of Refereed Papers

International

Steadman, S., Cuthrell, K., Stapleton, J., Hodge, E. (2015). Developing Expertise: Using Video to Hone Teacher Candidates' Classroom Observation Skills. American Education Research Association Annual Conference, Chicago, Illinois.

Steadman, S. C., & Lys, D. (2014). *Listening to the most important voice in teacher education: The voice of the teacher candidate*. American Education Research Association Annual Conference, Philadelphia, Pennsylvania.

Cuthrell, K., Steadman, S.C., Wilhite, K., Stapleton, J., & Hodge, E. (2014). *Moving beyond a pilot: Expanding video grand rounds across teacher education*. American Education Research Association Annual Conference, Philadelphia, Pennsylvania.

Steadman, S. C. (2013). *Stepping into the spotlight: New Opportunities for University Supervisors in the age of authentic accountability*. American Education Research Association Annual Conference, San Francisco, California.

Steadman, S. C. & Warren, L. (2013). *Listening to Teacher Candidates: Lessons learned from and for implementing new accountability instruments and standards*. American Education Research Association Annual Conference, San Francisco, California.

Steadman, S. C. (2013). *Old habits are hard to change: Disrupting Traditional University-based Hegemony...only to Reinstate it*. American Association of Colleges of Teacher Education Annual Meeting and Exhibits, Orlando, Florida.

Steadman, S. C. & Connor, C. M. (2007). *A program's search for efficacy: Identifying effective classroom practices in adult basic education*. American Education Research Association Annual Conference, Chicago, Illinois.

Steadman, S. C. (2006). *Illuminating university supervision: A comprehensive view of research universities' programs of student teacher supervision*. American Education Research Association Annual Conference, San Francisco, California

Steadman, S. C. (2005). *Realized and missed opportunities for learning well from field experiences*. American Education Research Association Annual Conference, Montreal, Canada.

Rex, L. A., Roop, L., Morris, K., & Steadman, S. C. (2003). *Inventing the air: The pedagogy of the Michigan Classroom Discourse Group, a professional development community*. American Education Research Association Annual Conference, Chicago, Illinois.

Steadman, S. C., Morris, K., Pan, R., & Yonkers, M. (2003). *When learners take up the role of teacher: Implications for learning within diverse educational setting*. American Education Research Association Annual Conference, Chicago, Illinois.

National

Dobson, E., Lys, D., Steadman, S.C. (2015). *Designing, Assessing, and Analyzing Embedded Signature Assessments*. American Association of Colleges of Teacher Education Annual Meeting and Exhibits, Atlanta, Georgia.

Lesperance, M., Steadman, S., Dobson, E. (2015). Beyond our Best Guess: Fidelity in the Implementation of edTPA Implementation. American Association of Colleges of Teacher Education Annual Meeting and Exhibits, Atlanta, Georgia.

Steadman, S. C., Lys, D., & Dobson, E. (2014). *Learning from those who are living the change: Teacher candidates are talking; teacher educators need to listen*. American Association of Colleges of Teacher Education Annual Meeting and Exhibits, Indianapolis, Indiana.

Steadman, S. C. & Sassi, K. (2013). *Preparing future teachers: Strategic integration of CCSS knowledge into teacher education programs*. National Council of Teachers of English, Boston, Massachusetts.

Steadman, S. C., Wallen, M., Brehm, B., & Bullock, A. (2013). *Implementing edTPA in Small Programs: Big Change with a Small Team*. National edTPA Implementation Conference, San Diego, California.

Steadman, S. C. & Guidry, A. (2013). *Employing teacher candidates' performance assessment data to inform programmatic course revisions*. American Association of Colleges of Teacher Education Annual Meeting and Exhibits, Orlando, Florida.

Steadman, S. C. & Finley, T. B. (2012). *The Flattening of English Interns' Perceptions of "Student Engagement"*. National Conference of Teachers of English, Las Vegas, Nevada.

Steadman, S. C. & Dobson, E. E. (2012). *Re-Envisioning the Student Teaching Triad: Moving from an Isosceles to an Equilateral Triangle*. American Association of Colleges for Teacher Education, Chicago, Illinois.

Steadman, S. C. & Prast, K. (2011). *21st Century Literacies: Bringing literature to life with digital technologies, social media, and book trailer videos*. National Council of Teachers of English, Chicago, Illinois.

Steadman, S. C. (2011). *Viewing Videos, Defining Supervision: An exploration of university supervisor-teacher candidate conversations about videotaped intern teaching events*. National Council of Teachers of English, Chicago, Illinois.

Steadman, S. C. & Finley, T. (2010). *Constructing PLANKS: Developing teacher leaders through long-term inquiry and problem solving within a high school-university collaboration*. National Council of Teachers of English, Orlando, Florida.

Steadman, S. C. & Reynolds, S. (2010). *Making the Holocaust personal: Creating butterflies, connections, and empathy*. National Council of Teachers of English, Orlando, Florida.

Steadman, S. C. & Finley, T. (2010). *PLANKS: Imbedding authentic problem-solving scenarios throughout a preservice English education program to position pre-service teachers as literacy leaders*. National Reading Conference, Fort Worth, Texas.

Steadman, S. C. & Finley, T. (2010). *Literacy problem-solving with a long-term high school/university partnership*. National Outreach and Scholarship Conference, Raleigh, North Carolina.

Steadman, S. C., Froelich, K., & Carroll, P. S. (2009). *Reading Literature in EVERY Content Area?: Encouraging ALL Teachers to Be Literacy Teachers or How we began as course revisers and ended as silo destroyers!* National Council of Teachers of English, Philadelphia, Pennsylvania.

Steadman, S. C. (2007). *Inhabiting the World of Adult Basic Education: Who are these students and why are they here?* Ethnography in Education Research Forum sponsored by the Center for Urban Ethnography of the University of Pennsylvania, Philadelphia, Pennsylvania.

Steadman, S. C., Reynolds, S., & Langston, J. (2006). *So You'd Like to be in Pictures: Employing Multi-modal Literacies in Student-directed Learning Projects.* National Council of Teachers of English, Nashville, Tennessee.

Steadman, S. C. & Brown, S. D. (2006).). *Are we on the same page, and should we be?: Providing consistent university-based supervision for student teachers.* Association of Teacher Educators, Atlanta, Georgia.

Steadman, S. C., & Scherff, L. (2006). *Sharing problems, sharing solutions through computer-mediated discussions: Employing technology to support pre-service and beginning teachers.* American Association of Colleges of Teacher Education Annual Meeting and Exhibits, San Diego, California.

Steadman, S. C. (2006). *Realized and missed opportunities: Learning within field experiences.* American Association of Colleges of Teacher Education Annual Meeting and Exhibits, San Diego, California.

Steadman, S. C., & Scherff, L. (2005). *Supporting student teaching online: A tri-state study.* National Council of Teachers of English, Pittsburgh, California.

Steadman, S. C. (2004). *'I was just jokin': The interplay of language and identity in a high school classroom.* The Conference for Interdisciplinary Qualitative Studies Annual Meeting, Athens, Georgia.

Steadman, S. C. & Ratzlaff, C. (2003). *Partnerships in Practice: An Examination of Relationships that Foster Student Teacher Growth.* National Council of Teachers of English, San Diego, California.

Steadman, S. C., Reynolds, S., & Johnston, K. (1999). *What is Essential is Invisible to the Eye: Journeying with the Little Prince.* National Council of Teachers of English, Denver, Colorado.

Regional

Finley, T. B. & Steadman, S. C. (2010). *Wired Research: Free Technologies and Practices for Making Inquiry Relevant, Hi-Tech, & Social.* 27th Annual Atlantic Coast Business, Marketing and Information Technologies Education Conference, Raleigh, North Carolina.

Steadman, S. C. (2004). *Telling THE story: Identifying the story to be told from the many possibilities that surface in qualitative research.* The Fourth International Interdisciplinary Conference on Qualitative Research, Ann Arbor, Michigan.

State

Steadman, S. C. (2013). *Appropriate Forms of edTPA Support*. The edTPA Pilot Project: edTPA Implementation Training UNC Center for School Leadership Development, Chapel Hill, North Carolina.

Steadman, S. C. & Dobson, E. (2012). *Hearing the voices of teacher education candidates: The value of formal and informal feedback on programmatic experiences*. North Carolina Association of Colleges and Teacher Educators Conference, Raleigh, North Carolina.

Steadman, S. C. & Dobson, E. E. (2011). *Identifying and Implementing Intentional Changes Prompted by Critical Times: Re-envisioning the Work and Position of University Supervisors*. North Carolina Association of Colleges and Teacher Educators Conference, Raleigh, North Carolina.

Steadman, S. C., Reynolds, S., & Holloway, J. (2005). *Seeing through different lenses: Illuminating the complexity of the student teaching experience*. Annual Meeting sponsored by the Florida Council of Teachers of English, Tallahassee, Florida.

Local

Steadman, S. C. (2014). *I have an intern; I want to help with the edTPA; I don't know how!* Clinical Teacher Conference, Greenville, North Carolina.

Steadman, S. C. & Finley, T. (2012). *"Aligning English Education Teacher Candidates' Perceptions of Engagement with a "Literacy Practices Framework"*. Assessment Day - East Carolina University, Greenville, North Carolina.

Steadman, S. C. (2012). *"How can I help?": What clinical teachers can and can't do to help with interns' portfolio construction*. Clinical Teacher Conference, Greenville, North Carolina.

Steadman, S. C. (2011). *Making and 'Reading' Book Trailers: What the producers and the audience can learn*. Mary Lois Staton Reading/Language Arts Conference, Greenville, North Carolina.

Steadman, S. C., Finley, T. B., Ayers, H., Brown, E. A., Gay, J., Kali Hudgins (2010). *Laying Down PLANKS: A University-High School Partnership for Addressing Secondary Student Literacy Needs*. Mary Louis Staton Reading and Language Arts Conference, East Carolina University, Greenville, North Carolina.

Steadman, S. C. (2007). *Conducting professional and developmental research*. Florida State University College of Education's First Annual Research in Education Conference, Tallahassee, Florida.

Presentation of Non-Refereed Papers

International

Rex, L. A., Steadman, S. C., & Graciano, M. (2007). *Revisiting Complementary Methods for Educational Research*. AERA Annual Conference, Montreal, Canada.

Rex, L. A., Steadman, S. C., & Graciano, M. (2004). *'How the way we look influences what we know.'* AERA Annual Conference, San Diego, California.

Rex, L. A., Steadman, S. C., & Graciano, M. (2004). *'Complementary Methods for Educational Research.'* AERA Annual Conference, San Diego, California.

National

Lys, D. & Steadman, S. C. (2012). *The Teacher Performance Assessment Consortium: Local Research.* American Association of Colleges for Teacher Education, Chicago, Illinois.

Local

Steadman, S. C. (2105). *Close reading strategies for non-fiction texts.* Literacy Symposium. Greenville, North Carolina.

Steadman, S. C. (2006). *Appreciating Diversity in the Classroom.* The Program of Instructional Excellence Fall Teaching Conference, Tallahassee, Florida.

Research Grants

Research

2008 [Year 2 of 2]: Carroll, P. S., Foorman, B., & Steadman, S. C., Florida State University's Adolescent Literary Initiative, PRI-Carnegie Corporation of New York. \$100,000 18-month grant to examine how adolescents define and engage in literacies within specific content areas.

2005: Steadman, S. C. & Connor, C. M., Identifying effective practices in adult education, Principal Investigator, Florida Department of Education. This \$70,000 grant funded research into the ways that various teachers conducted instruction in adult basis education classes in four different settings and with what results.

Teaching

2011: Banks, W. P., Steadman, S. C., West-Puckett, S., & Ryan, C., NC Quest Grant, North Carolina ESEA Title II-A Improving Teacher Quality Grants.

2011: Banks, W. & Steadman, S. C., Tar River Writing Project, Principal Investigator, National Writing Project.

2010: Banks, W. & Steadman, S. C., Tar River Writing Project, Principal Investigator, National Writing Project.

2009: Steadman, S. C. & Finley, T. B., Imbedding Long-Term Problem-Solving Team Projects into English Education Courses, East Carolina University.

2007: Wood, S. N., Steadman, S. C., & Carroll, P. S., Florida State University Writing Project, National Writing Project. Funding must be applied for each year and is awarded on a one-year basis. The 2007/2008 award was the third consecutive year that funding was received with a three-year total of \$118,000.

2006 [Year 2 of 2]: Carroll, P. S., Jakubowski, E., Brown, S., Steadman, S., Bruno, J., S. Sutherland, M. Clarke, S. Wood, D. Hasson, E. Papramiehiel, R. Tratore, N. Davis, R. Gutierrez, J. Simmons MSE SUCCESS Grant, Florida Department of Education. This

\$216,000 grant examined ways that undeclared undergraduates and college graduates might be attracted to the field of education.

Research Reports

2006: Steadman, S. C., & Connor, C.M., Identifying effective classroom practices in Adult Education: A literacy study for Leon County ACE; submitted to Leon County, FL.

SERVICE:

Service to the University

Department Assignments

Member:

2012-2014: Curriculum Committee

2009-2010: Social Committee

Faculty Advisor/Program Representative:

2011-present: English Education Program Coordinator

2011-present: English Education (undergraduate and graduate) Program Advisor

2013-present: Program representative for Instructional Coaching initiative

2013-2015: Program representative for Co-teaching initiative

2013-2015: Program representative for Video Grand Rounds initiative

2012-present: ENED TPAL representative (edTPA)

2011-2014: Connect at the Cupola

2010-2014: College of Education Graduation

2012-2013: Program Representative: Represented English Education at Teacher Cadet Day

2012-2013: English Education representative at bi-annual Open Houses

2009-2012: English Education Club

College Assignments

Member:

2011-present: Scholarship Committee

2012-2013: Math Faculty Search Committee (2 positions)

2011-2012: Dean's Advisory Council

2011-2012: Science Faculty Search Committee

2010-2011: TPAC implementation task force

Mentoring:

2011-2012: Visiting Faculty (Dr. Lihua Liu)

University Assignments

Member:

2010-present: Council on Teacher Education

2012-2014: Council on Teacher Education Appeals Committee

2011-2012: Council on Teacher Education Curriculum Committee

2010-2011: University Faculty Council on Retention

Service to the Profession

Academic Conference: Discussant

2010-2011: National Writing Project Annual Fall Meeting, Orlando, Florida.

Academic Conference: Moderator / Facilitator

2009-2010: ALAN, Philadelphia, Pennsylvania. Introduced and facilitated the 'Radiant Lights in Young Adult Literature' panel featuring Adrian Fogelin, Sarah Dessen, Deb Caletti, and Todd Strasser.

Board Member: Advisory Board

2008-2009: National Council of Teachers of English. Elected to and served on the Nominating Committee for the Conference on English Education, a major division of the National Council of Teachers of English.

Reviewer - Article / Manuscript

2013-present: *Reading Research Quarterly*

2013- present: *Journal of Teacher Education*

2012- present: *The Teacher Educator*

2009- present: *English Journal*

2005-2006, 2014: *English Education*

2006-2008: *Research in the Teaching of English*

Editor: Academic PRJ

2012-2015: *Journal of Curriculum & Instruction.*

Other Professional Service Activities

2012-2014: edTPA Scorer Training for University Supervisors, Greenville, North Carolina.

2012-2013: edTPA Scorer Training, Chapel Hill, North Carolina.

2010-present: ALAN. NC State Representative for national organization

Reviewer: Book / Textbook

2007-2008: Corwin Press.

2005-2006: Houghton-Mifflin.

2005-2006: AERA Annual Conference. Reviewed presentation proposals for Section K of AERA.

Service to the Community

Member of a Committee

2012-2014: Voice of Freedom Speech Contest

Other Community Service Activities

2010-2012: Ayden Grifton High School Senior Project Presentations

2010-2012: Tar River Writing Project

2009-2011: PLANKS. PLANKS was a collaboration of the English Education program and the English faculty of Williamston High School. English Education undergraduates, Dr. Todd Finley, and I collaborated with classroom English teachers to research and address the most pressing goal identified by the school's English teachers: 'elevating our students' 21st century research skills.' This goal responded to high school students' need to develop literacies necessary to successfully participate in civic life, the workforce, or higher education (Biancarosa & Snow, 2004; National Governor's Association, 2005).

Initially, English Education undergraduates and faculty met weekly to study collaborative problem-solving and inquiry and worked f2f and via Ning groups (i.e., Team Ning, Literature Research, Community Research, Grant Getting, Observation Coordination, Web Filter, etc.) to define first steps in addressing the goal. During the second semester, PLANKS students interviewed community stakeholders and identifying resources to leverage. Data were aggregated to construct and implement solutions that save teachers time and elevate their students' 21st century research skills. Said one English Education major, 'PLANKS feels different. The research is real.'

2009-2010: Senior Project Presentations, Served as a judge for senior project presentations at Ayden-Grifton High School, Ayden, NC

2008-2009: Young Writers' Camp, In 2005, working with a small group of former Writing Project Teacher Consultants, I designed the camp for students interested in writing and developing further their composition skills during the summer

months and recruited the first group of campers. From 2006-2008, I served as camp director. Over the course of three summers, the camp served over 150 students.

2007-2008: Florida State University Writing Project, Served as Co-director of the FSU Writing Project from 2005-2008.

Faculty Development

Assurance of Learning - Professional Development

2008-2009: National Council of Teachers of English, San Antonio, Texas. Chaired and acted as discussant of session entitled Shifting toward Multi-Media Literature Instruction.

DE Professional Development

2012-2013: Search Committee Training, East Carolina University, Greenville, North Carolina.

Other Professional Development

2012: Search Committee Training

2012: iPad Training Workshop

2011: Scholarship Committee, Greenville, North Carolina

2010: Taskstream Workshop (x2)

Professional Seminars / Workshops

2014: SCALE Design Studio for Embedded Signature Assessments, Palo Alto, California

2014: Developing, Measuring, and Improving "Program" Fidelity Workshop, Chapel Hill, North Carolina

2009-2013: National Council of Teachers of English Annual Conference

2009-2013: ALAN Annual Conference Workshop on Young Adult Literature, Philadelphia, Pennsylvania

2012: North Carolina Association of Colleges and Teacher Educators

2012: Common Core State Standards Workshop, Greenville, North Carolina

2010: Think-In: Teaching with Technology Showcase

2010: Mary Louis Staton Reading and Language Arts Conference, ECU, Greenville, North Carolina.

2010: 27th Annual Atlantic Coast Business, Marketing and Information Technologies Education Conference, Raleigh, North Carolina.

2009-2010: Writing Institute, East Carolina University, Greenville, North Carolina.

2009: Camp Speight 2009 - Introduction to online teaching, Greenville, North Carolina.

Research and Statistics Professional Development

2012, 2009: CITI Refresher Course, Greenville, North Carolina.

Honors-Awards-Grants

Awards

2012-2013: Recipient of the East Carolina Alumni Association Outstanding Teaching Award. East Carolina University Alumni Association.

2006: Outstanding Dissertation Award Nomination, American Association of Colleges for Teacher Education

2003-2004: University of Michigan. Rackham School of Graduate Studies Dissertation Fellowship

2002-2003: University of Michigan. Rackham School of Graduate Studies Humanities Research Fellowship

2001-2002: University of Michigan. Summer Research Grant

1990-1991: Belmont University. Alfred Leland Crabb Award for Excellence in Writing

1990-1991: Belmont University. Virginia Cheney Award-Greatest Potential for Contribution to the Field of Education

Honors

2010-2014: Named by 40 students as "The person who made the most significant positive contribution to his/her education.

2005-2006: American Association of Colleges for Teacher Education. Nominated for the Outstanding Dissertation Award

1999-2000: University of California, San Diego. Award of Excellence, Outstanding Teacher Recognition Program

1996-1997: Centennial High School. Teacher of the Year Award