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Northern Michigan University
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EDUCATION

- 2011 **Ph.D., Curriculum and Instruction: Teaching and Learning**
University of South Florida
Specialization: **English Education**
Cognate: **Teacher Education**
- 2006 **Master of Arts, English Education**
University of South Florida
- 1998 **Bachelor of Arts, English**
Clearwater Christian College

TEACHING

University Teaching Experience

- 2011-present Northern Michigan University**
- 2017-present **Extended Learning and Community Engagement Scholar**
- 2016-present **Associate Professor of Education**
School of Education, Leadership and Public Service
University Excellence in Teaching Award recipient, December 2016
Online Teaching Fellow
Quality Matters APPQMR
- 2014-present **Graduate Reading Programs Coordinator**
School of Education, Leadership and Public Service
- 2011-2016 **Assistant Professor of Education**
- Undergraduate Courses Taught:**
ED 201: Introduction to Education
ED 301: Dimensions of Education
ED 306: Children’s Literature
ED 319: Teaching of Reading for Secondary Teachers
ED 349: Teaching for Diversity, Equity and Social Justice in the Secondary School Community
ED 380: Practicum in Secondary Schools
ED 380DS: WEB Practicum in Secondary Schools
ED 420: Supervision of Student Teachers

Curriculum Vitae

ED 450: Seminar in Teaching
ED 462: Literature for Young Adults
ED 491: Seminar in Literacy
ED 498: Directed Study in Educational Research
EN 462: Literature for Young Adults
EN 462R: Research in the Teaching Literature for Young Adults

Graduate Courses (fully online):

ED 462 WEB: Literature for Young Adults
ED 511 WEB: Trends in Teaching Language Arts
ED 517 WEB: Recent Children's' Literature
ED 518 WEB: Seminar in Elementary/Secondary Education Reading
ED 597DS WEB: Social/Racial Disparities
ED 597DS WEB: Elementary and Secondary Literacy Coaching
ED 597DS WEB: Clinical Practicum in Reading
ED 598 WEB: Research in Literature for Young Adults
ED 598 WEB: Research in Teaching of Reading for Secondary Teachers
ED 598DS WEB: Teaching of Reading
ED 570 WEB: Foundations of Reading Instruction
ED 571 WEB: Diagnosis and Treatment of Reading Disabilities
ED 572 WEB: Clinical Practicum in Reading
ED 572DS WEB: Clinical Practicum in Reading
ED 573DS WEB: Organization and Supervision of Reading Programs
ED 574 WEB: Seminar in Educational Research
ED 575 WEB: Improving Reading Comprehension: Research and Practical Implications
ED 576 WEB: The Teaching of Reading for Secondary Teachers
ED 576DS WEB: The Teaching of Reading for Secondary Teachers
ED 599: Thesis, Masters in Education
ED 699: Thesis, Education Specialist
EN 462 WEB: Literature for Young Adults
EN 462R WEB: Research in Teaching Literature for Young Adults

2006-2011

University of South Florida

Department of Secondary Education, English Education

University Fellow

Graduate Teaching Assistant

Graduate Research Assistant

Provost's Commendation for Outstanding Teaching by a Graduate Teaching Assistant (2008)

Undergraduate Courses Taught:

EDG 4909: Grammar for Teachers
EDG 4909: Teaching Reading in the Secondary English Classroom
ENC 1101: First Year Composition
LAE 4335: Methods of Teaching High School English
LAE 4530: Methods of Teaching High School English, Practicum

Curriculum Vitae

LAE 4936: Senior Seminar in English Education
LAE 4940: Internship, English Education: University Supervisor
RED 4335: Teaching Reading in the English Classroom

Graduate Courses Taught:

LAE 5932: Classroom Communication (co-taught)
LAE 6339: Methods of Teaching Secondary English Language Arts
LAE 6644: English Language and Traditional English Grammar

Secondary (6-12) Teaching Experience

2004-2006 **English Language Arts and Advanced Reading Teacher**
Sickles High School; Hillsborough County, Florida

2002-2004 **English Language Arts, Advanced Placement Literature, and Intensive Reading Teacher**
Alonso High School; Hillsborough County, Florida

2004 **GAP I Program Language Arts Instructor**
Alonso High School; Hillsborough County Schools

2004 **GAP II Program Language Arts Instructor**
Hillsborough County School District

2003 **Key Scholars Think Camp Reading and English Instructor**
Hillsborough County Schools

1998-2002 **English Language Arts and Advanced Reading Teacher**
Sickles High School; Hillsborough County, Florida

GRANTS

2017 **University Faculty Research Grant**
“Considering Teachers’ *Classroom Literacy*: Toward Uniting the Knowledge Base for Teaching and for Learning”
Northern Michigan University
Writer and PI; Award, \$7,000

2017 **University Reassigned Time Grant Award**
“Literacy/Language Arts Teacher Education: Making Meaning from Self-Studies of Teaching and Teacher Education”
Northern Michigan University
Writer and Principal Investigator; Award, four-credit release for research

2017 **Teaching and Learning Advisory Council (TLAC) Grant**
Northern Michigan University; Writer; Award, \$1,500

2017 **Progressive Research and Innovative Mutual Exploration (PRIME) Interdisciplinary Research Grant**
“Providing Access to Challenging Concepts Today: Faculty-Created Resources for Student Engagement, Interaction, and Individualized Learning”
Co-Writer for \$20,000 grant

Curriculum Vitae

- 2017 **College of Health and Human Performance, Scholarship of Teaching Grant**
“Disseminating Findings from Three Studies: The Scholarship of Teaching in Graduate Online, Undergraduate Face-to-Face, and Secondary School Settings”
Writer; Award \$5,000
- 2016 **National Endowment for the Humanities Grant**
“Digital Humanities Institute: Photovoice Stories Using Technology for Educator-Researchers (Digital HIPSTERS).”
Institute for Advanced Topics in the Digital Humanities
Co-Writer (\$237,640)
- 2016 **College of Health and Human Performance Internal Grant**
“Advocacy in Teacher Preparation: Preparing Teachers for What *Is* or for What *Could Be?*”
Northern Michigan University
Writer and Co-Principal Investigator; Award, \$1,000
- 2016 **School of Education, Leadership and Public Service Internal Grant**
“Reframing Our Use of Visual Literacy through the Consideration of Academic Diversities: A Cross-Disciplinary Collaborative Self-Study”
Northern Michigan University
Co-Writer and Co-Principal Investigator; Award, \$4,500
- 2016 **College of Health and Human Performance Internal Grant**
“A Framework for Critically Reading Lived Experiences as Texts: A Four-Year Study of Teacher Education Practices”
Northern Michigan University
Co-Writer and Co-Principal Investigator; Award, \$8,000
- 2016 **Teaching and Learning Advisory Council (TLAC) Grant**
Northern Michigan University; Writer; Award, \$1,500
- 2015 **University Reassigned Time Grant Award**
“Becoming Teachers in Field-Based Methods Courses: A Phenomenological Study”
Northern Michigan University
Writer and Principal Investigator; Award, course release for research
- 2015 **Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Grant**
U.S. Department of Education
Co-Lead Investigator; Award, \$50,000

Curriculum Vitae

- 2014 **College of Health Sciences and Professional Studies: Scholarship of Teaching Research Grant**
“Extending the Conversation: Using Visual Literacy Strategies in the Online Classroom as a Medium for Understanding”
Qualitative Research; Northern Michigan University
Co-Writer; Co-PI; Shared Award, \$5,000
- 2014 **Teaching and Learning Advisor Council (TLAC) Grant**
Northern Michigan University; Writer; Award, \$1,500
- 2014 **Curriculum Development, Northern Michigan University Faculty Grant**
“Paving the New Pathway: Creating a Clinical Partnership for the Preparation of Secondary Education Teachers”; Writer; PI; Award, \$3,000
- 2014 **NMU College of Health Sciences and Professional Studies Scholarship of Teaching Research Grant**
Collaborative Self-Study of Teaching Practices Research
Northern Michigan University; Co-Writer; Co-PI; Shared Award, \$5,000
- 2013 **College of Professional Studies Scholarship of Teaching Research Grant**
“Becoming Teachers” Phenomenological Research
Northern Michigan University; Writer; Principal Investigator; Award, \$5,000
- 2012 **Teaching and Learning Advisory Council (TLAC) Grant**
Northern Michigan University; Writer; Principal Investigator; Award, \$900
- 2012 **College of Professional Studies Research Grant**
Self-Study Research on Textualizing Experiences
Northern Michigan University; Co-Writer; Co-PI; Award, \$5,000
- 2012 **Curriculum Development Grant**
Rubric on Candidate Clinical Practice; Northern Michigan University
Co-Writer; PI; Award \$3,000
- 2011 **NMU College of Professional Studies Research Grant**
Narrative Inquiry into Two Third-Year English Teachers’ Meaning Making from Classroom Events
Writer; Principal Investigator; Award, \$5,000
- 2009 **USF Interdisciplinary Research Grant**
Co-Writer for \$5,000
- 2008 **USF College of Education Mini-Grant**
Becoming Teacher Educators study
Co-Writer; Award, \$5,000
- 2007 **USF College of Education Mini-Grant**
Becoming Teacher Educators study
Co-Writer; Award, \$5,000

- 2007 **Sokol Family Foundation Grant**
University of South Florida and Hillsborough County Schools Partnership for
Professional Development
Year-long writing project
Co-Investigator; Award, \$100,000

PUBLICATIONS (Peer Reviewed)

- Edge, C.** (In Press). A teacher educator's meaning-making from a hybrid "Online Teaching Fellows" professional learning experience: Toward literacy practices for teaching and learning in multimodal contexts. *Handbook of Research on Virtual Training and Mentoring of Online Instructors*.
- Bergh, B., **Edge, C.**, & Cameron-Standerford, A. (In Press). Reframing our use of visual literacy through academic diversity: A cross-disciplinary collaborative self-study. In J. Sharkey & M. M. Percy (Eds.), *Self-Study of Language and Literacy Teacher Education Practices across Culturally and Linguistically Diverse Contexts*. Bingley, UK: Emerald Group Publishing.
- Edge, C.** (2017). (Mis)Reading the classroom: A two-act 'play' on the conflicting roles in student teaching. *International Journal of Learning, Teaching and Educational Research*, 16(1), 38-56. <https://www.ijlter.org/index.php/ijlter/article/view/850>
- Cameron-Standerford, A., **Edge, C.**, & Bergh, B. (2016). Toward a framework for reading lived experiences as texts: A four-year self-study of teacher education practices. In D. Garbett & A. Ovens (Eds.), *Enacting self-study as methodology for professional inquiry* (pp. 371-377). Herstmonceux, UK: S-STEP, ISBN: 978-0-473-35893-8.
- Edge, C.** (2015). On the nature of experience in the education of prospective teachers: A philosophical problem. *International Journal of Learning, Teaching and Educational Research*, 13(1), 29-41. http://commons.nmu.edu/cgi/viewcontent.cgi?article=1210&context=facwork_journalarticles
- Bergh, B., **Edge, C.**, Cameron-Standerford, A., Imdieke, S., Standerford, N. S., & Reissner (2014). "(Re)Seeing our Teacher Education Practices through Visual Literacy." *American Reading Forum Annual Yearbook* [Online]. Vol. 34. http://americanreadingforum.org/yearbook/14_yearbook/documents/Bergh.ReSeeing_Our_Teacher_Education_Practices.pdf
- Edge, C.**, Cameron-Standerford, A., Bergh, B. (2014). Using Self-Study to Navigate the Changing Seas of Standards-Based Education. In D. Garbett & A. Ovens (Eds.), *Changing Practices for Changing Times: Past, Present and Future Possibilities for Self-Study Research*. Proceedings of the Tenth International Conference of Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. Auckland, New Zealand: University of Auckland. <http://www.aera.net/SIG109/Conferences/PastCastleProceedings/tabid/15213/Default.aspx>
- Cameron-Standerford, A., Bergh, B., **Edge, C.**, Standerford, S., Sabin, J., Reissner, L., & Standerford, C. (2013). Textualizing Experiences: Reading the "texts" of teacher education practices. *American Reading Forum Annual Yearbook*. http://americanreadingforum.org/yearbook/13_yearbook/volume13.htm

- Standerford, N. S., Sabin, J. M., Anderson, D., **Edge, C.**, Lubig, J., & Cameron-Standerford, A. (2012). Minding the gap: Navigating chasms of confusion and fogs of frustration—A Problems Court. *American Reading Forum Annual Yearbook*, Vol. 32.
http://americanreadingforum.org/yearbook/12_yearbook/volume12.htm
- Edge, C.** (2011). Making meaning with “readers” and “texts”: A narrative inquiry into two beginning English teachers’ meaning-making from classroom events. *Graduate School Theses and Dissertations*. <http://scholarcommons.usf.edu/etd/3722/>
- Edge, C.** (2009). Research Brief: Strengthening at-risk students’ affiliation with school. *The Principals’ Partnership*. A Program of Union Pacific Foundation.
<http://www.principalspartnership.com/affiliation.pdf>.
- Kaywell, J. F., Kelley, P. K., **Edge, C.**, McCoy, L., & Steinberg, N. (2006). Growing Up Female around the Globe with Young Adult Literature. *The ALAN Review*, 33(3), 62-69.

OTHER PUBLICATIONS

- Edge, C.** (August, 2017). The *Who, What, and Why* of Self-Study Research. Cross-Disciplinary Study of Online Teaching Practices Inquiry Group. Northern Michigan University.
- Edge, C.** (August, 2017). American Educational Research Association (AERA) Self-Study of Teacher Education Practices Newsletter.
- Edge, C.** (June 2017). American Educational Research Association (AERA) Self-Study of Teacher Education Practices Newsletter.
- Edge, C.** (April, 2017). American Educational Research Association (AERA) Self-Study of Teacher Education Practices Newsletter.

PROFESSIONAL CONFERENCE PRESENTATIONS (Peer Reviewed)

- Edge, C.**, & Betz, J. (November 2017). Expanding Understanding of Meaningful Literacy Practices in Teacher-Student Paper Conferences: Discovery, Agency, and Relationship-building through Transactional Events. Literacy Research Association Annual Conference: Tampa, FL.
- Edge, C.** (July 2017). Reimagining Teacher Preparation through Transmediation: Using Sketching to Stretch Prospective Teachers’ Understandings. Research presented for the International Literacy Association Annual Conference: Orlando, FL.
- Edge, C.**, Bergh, B., & Cameron-Standerford, A. (April 2017). Exploring Use of Multimodal Literacies in Academically Diverse Online Classrooms: Creating Opportunity, Access, and Ownership. Paper presented for the American Educational Research Association Annual Conference: San Antonio, TX.
- Edge, C.** (March 2017). Considering Teachers’ *Classroom Literacy*: Toward Uniting the Knowledge Base for Teaching and for Learning. Paper presented for the American Association of Colleges for Teacher Education Annual Conference: Tampa, FL.

Curriculum Vitae

- Bergh, B., Cameron-Standerford, A., **Edge, C.**, & Reissner, L. (December, 2016). Connecting Worlds through Multimodal Literacy Practices in Three Academic Disciplines. Research presentation for the American Reading Forum Annual Conference: Sanibel, FL.
- Roberts, C., Higdon, K., Atkins, H., Duhon, L., Vásquez, A., **Edge, C.**, & Greathouse, P. (November, 2016). Advocacy in Teacher Preparation: Preparing teachers for what *is* or for what *could be*? National Council Teachers of English Annual Conference: Atlanta, GA.
- Reaves, M., Kamberelis, G., **Edge, C.**, Kirshner, J., Sanders, A., & Billie, B. (November, 2016). Instruction as Learner-Centered, Responsive, Improvisational Practice: Possibilities and Pushbacks. 66th Annual Literacy Research Association Annual Conference: Nashville, TN.
- Cameron-Standerford, A., **Edge, C.**, & Bergh, B. (August, 2016). Toward a framework for reading lived experiences as texts: A four-year self-study of teacher education practices. International Conference of Self-Study of Teacher Education Practices: Herstmonceux Castle, East Sussex, England.
- Edge, C.** (July, 2016). Transmediation for Teacher Preparation: Using Sketching to Stretch Teacher Candidates' Understanding of Teaching in a Field-based Literacy Methods Course. Research presentation to the Organization of Teacher Educators in Literacy. International Literacy Association Annual Conference: Boston, MA.
- Edge, C.** Bergh, B., & Cameron-Standerford, A. (April, 2016). Critically Reading Lived Experiences as Texts: A Four-Year Study of Teacher Education Practices. Paper presentation for the American Educational Research Association Annual Conference: Washington D.C.
- Reaves, M., **Edge, C.**, Rayner, K., Sippola, T., & Corcoran, K. (March, 2016). Expanding Definitions and Applications of Literacy. Michigan Reading Association Annual Conference: Detroit, MI.
- Cameron-Standerford, A., Bergh, B., & **Edge, C.** (February, 2016). Multimodal Representations of Academic Diversity: An Ethnographic Cross-Disciplinary Collaborative Study. Annual Ethnographic and Qualitative Research Conference: Las Vegas, NV.
- Edge, C.**, (July, 2015). Becoming teachers: Secondary teacher candidates' use of literacy strategies to read experiences as texts. 60th Annual International Reading Association Conference: St. Louis, MO.
- Bergh, B., **Edge, C.**, & Cameron-Standerford, A., (April, 2015). Examining the culture of policy: Creating the space to change our teaching practice. American Educational Research Association Annual Meeting: Chicago, IL.
- Vipperman, C., & **Edge, C.**, (April, 2015). Transition from student to teacher: A phenomenological study. 29th Annual National Conference on Undergraduate Research: Cheney, WA.
- Edge, C.**, Bergh, B., & Cameron-Standerford, A., (April, 2015). Using visual literacy strategies to enhance online learning. International Conference on College Teaching and Learning: Jacksonville, FL. Accepted research presentation; unable to attend.

Curriculum Vitae

- Edge, C.,** Bergh, B., & Cameron-Standerford, A., (March, 2015). Using visual literacy strategies to enhance online learning. SOTL Commons Conference: Savannah, GA. Accepted research presentation; unable to attend.
- Edge, C.,** Swanson, A., Kleinpaste, A., & Morrison, E., (March, 2015). United we know: Critically “reading” our classrooms through teacher research.” Michigan Reading Association 59th Annual Conference: Grand Rapids, MI.
- Edge, C.,** Bergh, B., & Cameron-Standerford, A., (February, 2015). Examining lived experiences: A Three-Year Inquiry of Teacher Education Practices as “Texts.” 29th Annual Ethnographic and Qualitative Research Conference: Las Vegas, NV.
- Edge, C.,** (February, 2015). Using literate thinking skills to read the classroom *as* text: Examining how two beginning English teachers made meaning from classroom events. 29th Annual Ethnographic and Qualitative Research Conference: Las Vegas, NV.
- Edge, C.,** (February, 2015). Whose meaning is this? A case study examining how one researcher navigated the narrative inquiry story world. 18th Annual American Association of Behavioral and Social Sciences Conference: Las Vegas, NV.
- Edge, C.,** (November, 2014). Story as a transactional space for teachers and students: Examining how a second-year English teacher made meaning before, during, and after teaching through stories lived and told. National Council Teachers of English Annual Conference: Washington, DC.
- Edge, C.,** Cameron-Standerford, A., Bergh, B. (August, 2014). Using Self-Study to Navigate the Changing Seas of Standards-Based Education. International Conference of Self-Study of Teacher Education Practices: Herstmonceux Castle, East Sussex, England.
- Edge, C.,** (May, 2014). Reading and composing the classroom *as* text: Illuminating Two Second-Year English Teachers’ Meaning Making from Classroom Events through Narrative Inquiry. 59th Annual International Reading Association Conference: New Orleans, LA.
- Bergh, B., **Edge, & C.,** Cameron-Standerford, A., (April, 2014). Examining educative experiences: Critically reading the texts of teacher education practices. American Educational Research Association Annual Conference: Philadelphia, PA.
- Edge, C. & Swanson, A.,** (March, 2014). Literacy power inverter: (Re)Discovering content area texts. Michigan Reading Association Annual Conference: Grand Rapids, MI.
- Edge, C.** (May, 2013). *Navigating the narrative inquiry story world: Whose Meaning is this?* Research paper presentation, International Congress of Qualitative Inquiry: University of Illinois at Urbana-Champaign, IL.
- Edge, C.,** Bergh, B., & Cameron-Standerford, A. (May, 2013). *Tensions and transitions: textualizing teacher education practices through self-study.* Research paper presentation, International Congress of Qualitative Inquiry: University of Illinois at Urbana-Champaign, IL.
- Edge, C.,** Cameron-Standerford, A., Bergh, B., Standerford, N. S., Reissner, L., Imdieke, S., Sabin, J. M., & Licht-Mallo, M. (December, 2013). *Looking back at policy: Re-seeing teacher education practices*

Curriculum Vitae

through visual literacy. Research panel presentation, American Reading Forum Annual Conference: Sanibel Island, FL.

Edge, C., Cameron-Standerford, A., Bergh, B., Standerford, N. S., Reissner, L., Imdieke, S., & Sabin, J. M. (December, 2012). *Textualizing experiences: Reading the "texts" of teacher education practices*. American Reading Forum Annual Conference: Sanibel Island, FL.

Edge, C. (November, 2012). *Connections that sparked instructional decisions and kindled an understanding of teaching and learning: Illuminating two second-year English teachers' meaning making from classroom events through narrative inquiry*. Paper presented at National Council Teachers of English Annual Conference, Las Vegas, Nevada.

Edge, C. (April, 2012). *Exploring the tacit: A Narrative inquiry into how two beginning English teachers make meaning from classroom events*. Paper presented at American Educational Research Association Annual Conference, Vancouver, British Columbia.

Standerford, N. S., Lubig, J., Anderson, D., **Edge, C.**, Sabin, J., & Cameron-Standerford, A. (December, 2011). *Minding the gap: Avoiding chasms of confusion and fogs of frustration*. Paper presented at American Reading Forum Annual Conference, Sanibel Island, FL.

Edge, C. (October, 2011). *The hidden power of haiku: Playing with words, reflecting on meaning, and transforming texts with haiku*. Paper presented at Upper Peninsula Reading Association Conference, Marquette, MI.

Edge, C. (October, 2011). *The hidden power of haiku: Writing to learn in content-area classrooms*. Fall Conference for Educators, Marquette, MI.

Edge, C. (February, 2011). *(Re)Considering meaning-making: Time and space in teachers' classroom literacy practices*. Paper presented at National Council Teachers of English Assembly for Research Annual Conference, University of Wisconsin, Madison.

Edge, C. (September, 2010). *The hidden power of haiku: Playing with words, transforming texts, and reflecting on meaning*. Tampa Bay Area Writing Project Annual Fall Conference, Tampa, FL.

Edge, C. (April, 2009). *(Mis)Reading the classroom text: A two-act play on the tensions of teaching*. Paper presented at American Educational Research Association Annual Conference, San Diego, CA.

Semon, S., **Edge, C.**, Mucci, A., Applegate, J., & Kleinhammer, J. (February, 2009). *Becoming teacher educators: An exploratory study*. Paper presented at American Association of Colleges for Teacher Education Annual Conference, Chicago, IL.

Edge, C. (November, 2008). *Publishing: Creating classroom community in common places and cyberspaces*. Paper Presented at National Council Teachers of English Annual Conference, San Antonio, TX.

Edge, C. (October, 2008). *Extending meaning on Mango Street: Novel ideas*. Florida Council Teachers of English Annual Conference, Orlando, FL.

Edge, C. (September, 2005). *Academic writing with voice: Coaching students through literature*. Tampa Bay Area Writing Project Annual Fall Conference, Tampa, FL.

MANUSCRIPTS IN PROGRESS

Edge, C., & Olan, E. L. (Invited Chapter; 2019). Literacy/Language Arts Teacher Education: Making Meaning from Self-Studies of Teacher Education Practices (working title). A. Berry, S. Bullock, A. Crowe, H. Guðjónsdóttir, J. Kitchen, & M. Taylor (Eds.). *International handbook for self-study of teaching and teacher education* (2nd ed.). Netherlands: Springer.

Edge, C. (Accepted; In Press) Instructor meaning-making in a hybrid online teaching fellowship professional development experience: A self-study of teacher education practices. In S. Keengwe (Ed.). *Handbook of research on virtual training and mentoring of online instructors*.

Edge, C. "Considering Classroom Literacy: Toward a Framework for Connecting the Knowledge Bases of Teaching and Learning"

Edge, C., & Kaywell, J. "Are We Preparing Our Future Teachers to Teach Their Students for the Future?"

RESEARCH IN PROGRESS

Transdisciplinary Self-Study of Online Teaching Practices

University Research Group; Facilitator and Participant

Teaching and Teacher Education: Literacy and English Language Arts

Invited work for the Self-Study of Teacher Education Practices (S-STEP) Special Interest Group, American Educational Research Association (AERA)

Living and Doing Research: Making Meaning from Research Experiences as Texts

Co-PI; Collaborative research with English Education Faculty at UCF

Becoming Teachers: A Phenomenological Study

Lead investigator; undergraduate student co-researcher; grant supported, qualitative research; Northern Michigan University

Extending the Conversation: Using Visual Literacy Strategies in the Online Classroom as a Medium for Understanding

Co-Investigator; grant-supported qualitative research
Northern Michigan University

Looking Back at Policy: Re-Seeing Teacher Education Practices through Visual Literacy

Co-Investigator, qualitative research, Northern Michigan University

Textualizing Experiences: Reading the "Texts" of Teacher Education Practices

Co-Investigator; grant supported, qualitative research, Northern Michigan University

RESEARCH ADVISING AND MENTORSHIP

Curriculum Vitae

- 2017-2018 **Education Specialist Research Advisor and Thesis Chair:** “Authentic Learning in the Middle School Classroom: A Case Study” by Andrea Ballard, in progress.
- 2017-2018 **Education Specialist Research Advisor and Thesis Chair:** “Learning from Teaching Literacy to Two Incarcerated, Special Education Adult Learners” by Brandon Selling, in progress
- 2017-2018 **Education Specialist Research Advisor and Thesis Chair:** “Student Recruitment at Universities” by Brad Hamel, in progress
- 2016-2017 **Freshman Fellow Mentor and Co-researcher:** “Becoming a Teacher: Understanding the Phenomenon from the Student Perspective.” Research Completed May 2017. Presented at the NMU Celebration of Student Scholarship
- 2015-2016 **Education Specialist Research Advisor and Thesis Chair:** “Instructor Feedback on Student Writing in the Secondary Classroom” by Jessica Betz. Ed.S. Thesis completed July, 2016.
- 2015-2016 **Education Specialist Research Advisor and Thesis Chair:** “Perceptions of Scholarship: Investigating the Perceived Role of Scholarship in a Primarily Undergraduate Institution” by Erica Goff. Thesis completed November, 2016.
- 2014-2015 **Master’s Thesis Advisor and Committee Chair:** “Impacts of Promoting Family Literacy Knowledge: A Kindergarten Teacher’s Understanding of How to Continue Promoting Family Literacy” by Trish Sippola. Thesis completed July 2015.
- 2014-2015 **Freshman Fellow Mentor and Co-researcher:** “Transitioning from Student to Teacher” with Chelsie Vipperman. Award-winning research completed May 2015.
- 2014 **Master’s Thesis Advisor and Committee Chair:** “Movement Breaks: The Effectiveness of Physical Movement on Kindergarten Students’ Recall of Addition Facts” by Erica Morrison. Completed July 2014.
- 2014 **Master’s Thesis Advisor and Committee Chair:** “Perceptions of Open-Ended Art by Fourth-Grade Students and Their Teacher” by Amanda Swanson. Completed July 2014.
- 2014 **Master’s Thesis Advisor and Chair:** “The Effects of Individualized, Student-Selected Spelling Lists on Elementary Student Learning and Motivation” by Andrea Kleinpaste. Completed July 2014.
- 2014 **McNair Scholar Mentor and Co-Researcher:** “Transitioning from Student to Teacher” with Michelle McGuire

PROFESSIONAL CONSULTATION PRESENTATIONS AND WORKSHOPS

Gillespie, T., & Edge, C. (January, 2018). Rubrics for Clear and Descriptive Grading. Professional Development Workshop. NMU Center for Teaching and Learning. Marquette, MI.

- Gillespie, T., & **Edge, C.** (September, 2017). Rubrics: F2F and EduCat. Professional Development Workshop. NMU Center for Teaching and Learning. Marquette, MI.
- Edge, C.** & Monske, L. (August, 2017). Online Teaching: Focus Group Discussion. . 4th Annual Professional Development Days. NMU Center for Teaching and Learning. Marquette, MI
- Smock, M., Smith, S., & **Edge, C.** (August, 2017). Online Teaching Fellows. 4th Annual Professional Development Days. NMU Center for Teaching and Learning. Marquette, MI
- Hoppa, A., Standerford, C., & **Edge, C.** (February-March, 2017). SMILE UP: Content Literacy. ZOOM Virtual Professional Development Content Literacy Workshops with 100 teachers across 5 sites.
- Edge, C.** (May, 2017). "Lights, Camera, Action! Pulling Back the Curtain to Reveal How to Engage Learners with Before, During, and After-Reading Strategies." Alcovy High School / Northern Michigan University Partnership. Marquette, MI
- Edge, C.** & Reaves, M. (March 2015). "Visual Thinking Strategies: Thinking as Pre-Writing." *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C.** & Reaves, M. (March 2015). "Using RAFT to Keep Student-Driven Meaning-Making Afloat." *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C.** & Reaves, M. (March 2015). "Student-Centered Writing through Project-Based Learning" *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C.** & Reaves, M. (May 2015). "Finding Choice" *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C.** (May 2015). "Finding Choice in Academic Writing: Recognizing Choice to Empower Writers with Voice" *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C.** & Reaves, M. (June 2015). "Sparking the Reading-Writing Connection" *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C.** & Reaves, M. (June 2015). "Reading Like a Writer and Writing Like a Reader." *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C.** (June 2015). "Writing Like a Reader: using Questions to Discover Leads." *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C.** (June 2015). "Lights, Camera, Action! Pulling Back the Curtain to Read Like a Writer and Write Like a Reader." *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Reaves, M., & **Edge, C.** (June 2015). "It's About Them, Not Us: Student-Centered Writing in the Content Areas." Action in Education Summer Institute. Marquette, MI.
- Reaves, M., & **Edge, C.** (June 2015). "Visual Thinking Strategies: Negotiating and Creating with Visual Texts" *It's About Them, Not Us: Student-Centered Writing in the Content Areas*. Action in Education Summer Institute. Marquette, MI.
- Reaves, M., & **Edge, C.** (June 2015). "Using RAFT to Keep Student-Driven Meaning-Making Afloat." *It's About Them, Not Us: Student-Centered Writing in the Content Areas*. Action in Education Summer Institute. Marquette, MI.

Curriculum Vitae

- Reaves, M., & **Edge, C.** (June 2015). "Student-Centered Writing through Project-Based Learning" *It's About Them, Not Us: Student-Centered Writing in the Content Areas*. Action in Education Summer Institute. Marquette, MI.
- Edge, C.** (June 2015). "Finding Choice in Academic Writing: Recognizing Choice to Empower Writers with Voice." *It's About Them, Not Us: Student-Centered Writing in the Content Areas*. Action in Education Summer Institute. Marquette, MI.
- Edge, C.** (June 2015). "Finding Choice: Leads." *It's About Them, Not Us: Student-Centered Writing in the Content Areas*. Action in Education Summer Institute. Marquette, MI.
- Edge, C.** (June 2015). "Lights, Camera, Action! Pulling Back the Curtain to Read Like a Writer and Write Like a Reader." *It's About Them, Not Us: Student-Centered Writing in the Content Areas*. Action in Education Summer Institute. Marquette, MI.
- Edge, C.**, Cameron-Standerford, A., Cameron-Standerford, C., O'Donnell, L., (January-April, 2013). *Teaching Reading in the Content Areas*. Marquette Senior High School, Marquette, MI.
- Edge, C.**, & Payor, T. (January – April, 2011). *Seeing the Reading Process: Strategic Thinking for Literacy Success*. Reading workshops for Dowdell Middle Magnet School, Tampa, FL.
- Boney, K., **Edge, C.**, Payor, T., & Grahm, N. (January, 2011). *Writing with FCAT in Mind*. Writing workshops for Anclote High School, Holiday, FL.
- Edge C.**, Boney, K., Payor, T., & Grahm, N. (November, 2010). *Discovering Ideas for Successful Writing*. Writing workshop for Anclote High School, Holiday, FL.
- Edge, C.** (July, 2010). *Academic Writing with Voice: Coaching Students through Literature, Connections, and Choice*. Presentation and writing workshop for Tampa Bay Area Writing Project Invitational Summer Institute, Tampa, FL.
- Edge, C.** (May, 2009). *Transforming Texts with Haiku*. Presentation and writing workshop for Pasco County Schools, Writing Well Writing Project, Land 'O Lakes, FL.
- Edge, C.** (March, 2009). *Shifting our Perspective: Seeing "Ordinary" Publishing Venues in "Extraordinary" Ways through Everyday Writing*. Presentation and writing workshop for Pasco County Schools Writing Well Writing Project, Land 'O Lakes, FL.
- Edge, C.** (November, 2008). *Conversations for Conferencing: Strategies for Conducting Classroom Writing Conferences*. Presentation and Workshop for Pasco County Schools Writing Well Writing Project, Land O' Lakes, FL.
- Edge, C.** (June, 2008). *Conventions in Context*. Presentation and workshop for Pasco County Schools Writing Well Writing Project, Land O' Lakes, FL.
- Edge, C.** (June, 2008). "Where I'm From": *Where We're From*. Demonstration and workshop for Pasco County Schools Writing Well Writing Project, Land O' Lakes, FL.
- Edge, C.** (January, 2008). *Academic Writing with Voice*. Presentation and workshop for Sokol Family Writing Project, Tampa, FL.

Curriculum Vitae

Edge, C. (July, 2007). *Blogging: From Theory to Practice*. Presentation and workshop for Sokol Family Writing Project, Tampa, FL.

Edge, C. (July 2007). *Haiku You: Reflecting and Responding Through Haiku*. Demonstration and Workshop for Tampa Bay Area Writing Project, Tampa, FL.

Edge, C. (July, 2007). *Ideas: Developing the 6 Traits of Writing*. Workshop for Sokol Family Writing Project, Tampa, FL.

Edge, C. (July, 2007). *Learning through Literature Circles*. Workshop for Sokol Family Writing Project, Tampa, FL.

Edge, C. (July, 2007). *Publishing: Creating Classroom Community in Common Places and Cyber Spaces*. Presentation and Workshop for Sokol Family Writing Project, Tampa, FL.

SERVICE

University

- Secondary Education Committee, **Vice-Chair** (2017-2018)
Northern Michigan University
- Global Campus Search Committee, **Member** (fall 2017)
Northern Michigan University Global Campus
- Higher Learning Commission Report Working Group, **Member** (2017-2018)
Northern Michigan University Global Campus
- Assessment of Learning Committee, **Member** (2017-2020)
Northern Michigan University
- Extended Learning Advisory Committee, **Member** (2017-2018)
Northern Michigan University Global Campus
- Senate Executive Committee, **Member at Large** (2016-2020)
Northern Michigan University
- Assessment of Online Courses Workgroup, **Scholar and Member** (2017-2018)
Northern Michigan University
- Faculty Grants Committee, **Co-Chair** (2014-2016)
Northern Michigan University
- Senate member, School of Education, Leadership and Public Service **Senator** (2015-2020)
Northern Michigan University
- Graduate Directors, Reading **Program Director/Representative** (2014- present)
Northern Michigan University
- Secondary Education Committee, **Chair** (August, 2013-2014)
Northern Michigan University
- Faculty Grants Committee, **Member** (January, 2012-present)
- Committee W., **Secretary** (August, 2011-May, 2012)
Northern Michigan University
- Faculty Search Committee, **Member** (2012-present)
Northern Michigan University, School of Education
- Faculty Search Committee, **Member** (2011-2012)

Curriculum Vitae

Northern Michigan University, Speech, Language, Hearing Sciences

- Secondary Education Committee, **Member** (August, 2011-present)
Northern Michigan University
- Teacher Education Advisory Council, **Participant** (August, 2011-present)
Northern Michigan University

College

- College of Professional Studies Grants Committee, **Member** (fall 2011)
Northern Michigan University

Department

- Evaluation and Personnel Committee, **Chair** (2016-2017)
- Graduate Review Committee, **Member** (August-November, 2015; 2017-present)
- Evaluation and Personnel Committee, **Member** (2013-2016; 2017-present)
- Faculty Search Committee, **Chair** (2013-2014)
- Faculty Search Committee, **Member** (2013)
- By-Laws Committee, **Member** (2013-present)
- Faculty Search Committee, **Member** (2012)
- Undergraduate Review Committee, **Member** (August, 2011-May, 2013)

Professional Community

- American Educational Research Association (AERA), Self-Study of Teacher Education Practices, **Executive Secretary** (2016-2018)
- American Educational Research Association (AERA) Conference, **Peer Reviewer** (2016-present)
- *American Reading Forum Yearbook*, **Associate Editor** (2013-2015)
- International Journal of Learning, Teaching and Educational Research, **Peer Reviewer** (2015-present)
- Michigan Reading Journal, **Editorial Review Board Member** (2015-present)
- Michigan Reading Journal, **Peer Reviewer** (2014-present)
- Self-Study of Teacher Education Practices, Castle Conference Proceedings, **Peer Reviewer** (2014-present)
- Language Arts Journal of Michigan, **Peer Reviewer** (2012-present)
- English Journal, **Peer Reviewer** (2006-present)
- Journal of Teacher Education, **Peer Reviewer** (2010-present)
- Assembly on Literature for Adolescents (ALAN), **State Representative**, (fall 2011-2012)
- *Brock Educational Journal*, **Peer Reviewer** (fall 2011-present)
- Tampa Bay Area Writing Project, **Consultant** (2005-2011)
- National Council Teachers of English (NCTE) Annual Conference, **Session Chair** (November, 2010)
- Council of English Education (CEE) Commission on English Methods, **Member** (2008-2009)
- Florida Council Teachers of English (FCTE) Commission on the Continuation of Professional Development, **Member** (2008-2009)
- Pasco County Writing Well Writing Project, **Coordinator** (2008-2009)
A Tampa Bay Area Writing Project and Pasco County Schools partnership for professional development
- Pasco County “Writing Well” Writing Project, **Facilitator** (2008-2009)
- Sokol Family Writing Project, **Coordinator** (2007-2009)
A University of South Florida and Hillsborough County Schools partnership for professional development
- Sokol Family Writing Project, **Facilitator** (2007-2008)
- University of South Florida, **Graduate Ambassador** (fall, 2007)
- Florida Council Teachers of English (FCTE) Annual Conference, **Session Chair** (October, 2006)
- National Council Teachers of English (NCTE) Annual Conference, **Session Chair** (November, 2006)
- Alonso High School Advanced Placement Program, **Liaison** (2004)
Hillsborough County Schools, Tampa, FL
- GAP I for Alonso High School, **Program Coordinator** (2004)
Hillsborough County Schools, Tampa, FL
- English and Composition, **Tutor** (2004)
University of South Florida graduate students
- English, Language Arts and Reading, **Tutor** (2002-2004)
Alonso High School, Hillsborough County, Florida
- Vertical Team Curriculum, Sickles High School, **Representative** (2000-2004)
Hillsborough County Schools, Tampa, FL
- Hillsborough County Teachers of English, **Vice President** (2001-2002)
- Eleventh Grade Curriculum, **Chair** (1999-2002)
- Sickles High School; Hillsborough County Schools

Curriculum Vitae

- Hillsborough County Teachers of English, **Secretary** (1999-2000)
- Alpha Chi Honor Society, **Tutor** (1996-1997)
Clearwater Christian College, Clearwater, FL

AWARDS AND HONORS

Extended Learning and Community Engagement Scholar, Northern Michigan University (2017-2018)

Excellence in Teaching Award, Northern Michigan University (2016)

University Online Teaching Fellow, Northern Michigan University (2016-present)

Teaching Assistantship, University of South Florida, College of Education (2006-2011)

Provost's Commendation for Outstanding Teaching by a Graduate Teaching Assistant, University of South Florida (2008)

University Graduate Fellowship, University of South Florida (2006-2007)

Research Assistantship, University of South Florida, College of Education (2007)

National Honor Roll's Outstanding American Teachers Award (2006)

Who's Who of American High School Teachers (2001-2006)

Tampa Bay Area Writing Project Fellowship Tampa Bay Area Writing Project, University of South Florida (2005)

Intern of the Year Award, Clearwater Christian College (1998)

Alpha Chi National Honor Society (1996 -)

PROFESSIONAL AFFILIATIONS

ALAN (Assembly on Literature for Adolescents) (2005-present)

American Association of Colleges for Teacher Education (2009-2010; 2016-present)

American Educational Research Association (2008-present)

American Reading Forum (2011-present)

International Reading Association/ Literacy Association (2012-present)

Literacy Research Association (2016-present)

Marquette-Alger Reading Council (2011-present)

Michigan Reading Association (2012-present)

National Council Teachers of English (2000-present)

Organization of Teacher Educators in Literacy (2014-present)

Self-Study of Teacher Education Practices SIG (2014-present)

Florida Council Teachers of English (2006-2011)

Hillsborough County Teachers of English (1998-2006)