

Catherine S. Cavanaugh, Ph.D.

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EDUCATION

FORDHAM UNIVERSITY, New York, NY

Doctor of Philosophy in Language, Learning and Literacy, May 2009

Dissertation Title: Students' Interactions with Teachers, Peers and Texts in a Second-Grade
Inclusion Classroom: A Critical Ethnography

Master of Science in Education, August 2001

Area of Specialization: Reading and Literacy Education

MARQUETTE UNIVERSITY, Milwaukee, WI

Bachelor of Arts and Science, May 1997

Majors: English and Elementary/Middle School Education

CERTIFICATIONS

New York State License, Permanent Common Branches PreK-6

New York State License, Permanent Reading

Wisconsin State License, Elementary/Middle 1-9

RESEARCH AND TEACHING INTERESTS

RESEARCH INTERESTS AND SPECIALIZATIONS

- Areas of research specialization include: documenting and investigating literacy practices in inclusive settings, studying classroom discourse, investigating beginning teachers' approaches to literacy learning, and implementing family literacy projects in school and university settings

TEACHING INTERESTS AND SPECIALIZATIONS

- Areas of teaching specialization include: curriculum and teaching, beginning literacy development, teaching in inclusive settings, critical literacy, beginning writing development and instruction, teacher portfolio development, and supervising students during practicum experiences

PROFESSIONAL EXPERIENCE

LECTURER AND LITERACY COORDINATOR

University of Minnesota, Minneapolis, MN

8/18 – present

- Taught and advised graduate students in the elementary literacy education licensure program
- Served as the coordinator for all literacy courses in the initial licensure program
- Supported the literacy education program by providing leadership in student cohorts and in a variety of roles at the University of Minnesota

LITERACY CONSULTANT AND WRITER

Scholastic, New York, NY
Minneapolis, MN

12/09 – 8/18

- Piloted an educational technology program for a literacy non-profit foundation in two first grade classrooms
- Developed and published professional development guides for book sets on a variety of literacy topics: emergent literacy development, differentiation, fluency, and writing development
- Designed and taught literacy tutoring programs and sessions for individual students in first through sixth grades

ADJUNCT PROFESSOR

Fordham University, New York, NY

3/04 – 6/07

- Taught master's level sections including: Beginning Literacy Development in Inclusive Classrooms; Summer Literacy Institute: Technology, Language and Literacy; Summer Literacy Institute: Literacy Standards, Differences, and Deficits
- Supervised and supported master's degree students as they documented literacy events, conducted case studies of literacy learners, and engaged in intensive theory and research-based studies of underlying and interrelated processes involved in literacy teaching and learning

GRADUATE ASSISTANT

6/04 – 8/06

Fordham University, New York, NY

- Piloted and supervised program targeting graduate students' development of electronic portfolios during culminating thesis preparation in the Language and Literacy Education program
- Reviewed, critiqued and assessed graduate students' professional portfolios

COORDINATOR OF STAFF DEVELOPMENT

6/04 – 6/07

Rodeph Sholom School, New York, NY

- Coordinated and developed professional development projects for nursery through fourth-grade teachers and staff
- Supervised, coached and mentored teachers during first-year teaching experiences
- Worked intensively with administrators to develop in-depth, substantive and ongoing staff development opportunities

LEARNING SPECIALIST

9/04 – 6/07

Rodeph Sholom School, New York, NY

- Provided multi-dimensional support services to students, teachers and families in second through fourth grade
- Taught daily reading groups for students in second through fourth grade by incorporating a variety of literacy practices
- Managed cases of second through fourth grade students in coordination with teachers, parents, administrators, evaluators and support staff personnel

KINDERGARTEN TEACHER

Rodeph Sholom School, New York, NY

- Implemented and modified curriculum procedures to meet individual student needs in a kindergarten setting for five years
- Supported literacy development in a kindergarten setting through a multi-dimensional framework
- Supervised and mentored student teachers during initial teaching experiences
- Communicated with family members on a daily basis

SECOND AND THIRD GRADE TEACHER

1/98 – 6/99

Wisconsin Conservatory of Lifelong Learning, Milwaukee, WI

Milwaukee Public School

- Team taught an inclusive class of second and third grade students for consecutive years
- Piloted and coordinated an innovative state program aimed at reducing class size
- Accommodated a wide range of second and third grade learners using multiple teaching strategies to target literacy development

PROFESSESIONAL PUBLICATIONS, CERTIFICATIONS AND ORGANIZATIONS

PUBLICATIONS

- Professional Development Guide: Differentiation, Scholastic, New York: NY (2011).
- Professional Development Guide: The Six Traits of Writing, Scholastic, New York: NY (2011).
- Professional Development Guide: Early Literacy, Scholastic, New York, NY (2011).
- Professional Development Guide: Fluency K-3, Scholastic, New York: NY (2011).
- Classroom Discourse in Inclusive Settings: Research, Realities, and Possibilities, Submitting for publication
- “I Need Help!” How Can We Promote Self-Determination Strategies Among Students?, Submitting for publication
- A Critical Look at Codependent Relationships in a Second-Grade Inclusion Classroom, Submitting for publication

AFFILIATIONS

International Reading Association Honor Society, *Vice president and founding member of Beta Iota of the Alpha Upsilon Alpha International Reading Association Honor Society*

National Council of Teachers of English, *Member*

Association of Teachers of Independent Schools, *Representative*

Students Achieving a Guaranteed Education, *Coordinator*

Individuals with Disabilities Education Act, *Committee member*

Minnesota Reading Association, *Executive Board Member*

Literacy Research Association, *Member*

International Literacy Association, *Member*

PROFESSIONAL DEVELOPMENT

Dyslexia Conference, *Jewish Education Center*

Teacher Leadership Institute, *Bank Street College of Education*

Insights from Occupational Therapy, *Bank Street College of Education*

Sensory Integration Workshop, *Association of Teachers of Independent Schools*

Phonemic Awareness Workshop, *Association of Teachers of Independent Schools*

Preventing Academic Failure Workshop, *Churchill School*

Kivunim: Directions for Jewish Day School Teachers, *Jerusalem, Israel*

PRESS (Path to Reading Excellence in School Sites) Tier 1 Classwide Interventions, *University of Minnesota*

PRESS Tier 2 Interventions and Introduction to Progress Monitoring, *University of Minnesota*

Teacher Educator Technology Integration (TETI) Summer Learning Experience, *University of Minnesota*

Summer Literacy Institute: Honoring Choice, Voice and Curiosity, *Hamline University*

Professional Book Club: RTI in the Common Core Classroom, *Minnesota Center for Reading Research (MCRR)*

MCRR Summer Literacy Institute: Reframing Literacy in a Digital Age, *University of Minnesota*

Leadership in Reading Network (LiRN): Using Evidence-Based Practices to Transform Core Instruction