

Kelli Ellen Woodrow, Ph.D.

Professor, Culturally and Linguistically Diverse Education
Regis University
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Curriculum Vita

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Scholarly Interests

Cultural and linguistic diversity in schools; teacher education and teacher learning; social spaces of practices and classroom talk; second language acquisition; critical action research; social justice and equity education; integrating technology in instruction

Education

- Ph.D. University of Colorado, Boulder
Educational Foundations, Policy and Practice, 2007
Dissertation Title: *Creating culturally responsive science: A case study of needs, demands, and challenges.*
- Post B.A. District Intern Program, Los Angeles
California Professional Clear Multiple Subject Credential with Crosscultural Language and Academic Development Endorsement, 1998
- B.A. University of Michigan, Ann Arbor
Cultural Anthropology, 1995
Thesis Title: *Con amor: A study of courtship and dating in middle class Mexico.*

Professional Experience

Associate Professor and Full Professor

2015-Present

Masters of Arts in Education, Regis University

Develop and coordinate the online courses and train online instructors. Instruct 6-7 courses in educational foundations, equity and social justice, linguistics, and educational research. Conduct research on aspects of instruction and practice as well as the social organization of classroom talk, funds of knowledge and transformative learning and critical reflection in preservice teachers.

Assistant Professor and Associate Professor

2007-2015

Masters of Education, Regis University

Coordinated, staffed and advised for the Initial Teacher Licensure, Culturally and Linguistically Diverse and the Dual Language Programs. Developed and taught courses in educational foundations, educational research and reflection and CLDE. Five of these initial licensure courses incorporated a service learning sequence designed to provide preservice teachers with meaningful interaction with low income and culturally and linguistically diverse youth. Chaired the Teacher Education Accreditation Council (TEAC) Teacher Licensure team. Facilitated intensive licensure advising of 90-250 graduate students.

Director of CardioHEADS

2004-2006

National Institutes of Health, CardioHEADS, MCDB, University of Colorado, Boulder

Coordinated collaboration between outreach staff, science and education faculty, classroom teachers, and program evaluators to create and implement a culturally responsive middle school science inquiry program focused on cardiovascular health and disease. Developed and conducted inservice teacher professional development. Developed science curriculum in consultation with the inservice teachers and science graduate student outreach instructors. Analyzed program data to guide the revision, editing and translation of a complete curriculum. Prepared annual and end of program federal grant reports.

Curriculum Consultant/Research Assistant **2002-2004**

National Institutes of Health, CardioHEADS, MCDB, University of Colorado, Boulder

Collaborated with science and mathematics education faculty to create culturally responsive contexts and materials specific to project curricula targeting underrepresented minority middle school students.

Collected extensive ethnographic classroom data from classrooms to inform curriculum development.

Curriculum Consultant/Research Assistant **2001-2003**

NASA Earth Systems Connect, School of Education, University of Colorado

Collaborated with science and mathematics education faculty to create culturally responsive contexts and materials specific to project curricula targeting underrepresented minority elementary students.

Collected qualitative classroom implementation data from participating local classrooms.

Graduate Part Time Instructor and Technology Instructor **2000-2003**

School of Education, University of Colorado

Taught education and society classes to undergraduate preservice teachers. Researched new technology and best practices for tech integration in higher education. Taught technology integration to pre-service teachers and faculty,

Public School Teacher **1995-2000**

Bear Lake, Michigan; Los Angeles Unified School District, California and Denver Public Schools, Colorado.

Taught bilingual K-12, multisubject, ESL and secondary science.

Refereed Publications

Woodrow, K. & Lasser, C. (2020). Fostering inclusive knowledge democracies: Layering identities and situating practices of novice teacher researchers. *Educational Action Research*, DOI: 10.1080/09650792.2020.1860104

Woodrow, K. (2020). Challenges with external research reviews shape new practices for university teacher action research courses. *Curriculum and Teaching Dialogue*, 22(1-2), 303-307.

Woodrow, K. (2018). Practicing social justice through solidarity and connection. *Curriculum and Teaching Dialogue*, 19(1 & 2), 45-59.

Woodrow, K., & Caruana, V. (2016). Pre-service teachers' perspective transformations as social change agents. *Journal of Transformative Education*. DOI: 1541344616655887.

Caruana, V., Woodrow, K., & Pérez, L. (2015). Using the Learning Activities Survey to examine transformative learning experiences in two graduate teacher preparation courses. *A Journal of the Center for Excellence in Teaching and Learning*, 10(25), 25-34.

Humphrey, P., Woodrow, K., Hruskocy, C., & Baldwin, E., (2015). Creating a new online standards-based Elementary Education program: A collaborative effort between School of Education leadership, faculty and instructional designers. *Society for Information Technology & Teacher Education International Conference*.

Other Publications

Woodrow, K. (2018, December). Everyday social justice education. *Tales from the Classroom*. Retrieved from <https://www.talesfromtheclassroom.com/tales-research-renderings-library>

Woodrow, K. (2007). Creating culturally responsive science: A case study of needs, demands, and challenges. (Doctoral dissertation). ProQuest dissertations and Theses. (Accession Order No. AA13273663).

Conference Proceedings

- Woodrow, K. (2020, October). Inquiry into practice: Examining and strengthening academic conversation. Workshop presented at the annual meeting of WIDA, Denver. (Conference canceled)
- Woodrow, K. (2020, April). Beyond recitation: Student moves to advance academic conversation. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), Denver. (Conference canceled)
- Woodrow, K. (2019, November). Untangling and engaging five current models of social justice pedagogy. Paper presented at the annual meeting of the National Association of Multicultural Education, Tucson.
- Woodrow, K. & Lasser, C. (2019, April). Fostering inclusive knowledge democracies: Layering identities and situating practices of novice teacher researchers. Paper presented at the annual meeting of American Educational Research Association, Toronto.
- Woodrow, K. & Hruskocy, C. (2018, January). From classroom space to cyber space: Exploring virtual work time in traditional courses. Paper presented at the annual meeting of Hawaii International Conference of Education, Honolulu.
- Woodrow, K. (2017, October). Exploring asset pedagogies and the culturally sustaining turn through Ecosocial Dynamics Theory. Paper presented at the annual meeting of American Association of Teaching and Curriculum, Denver.
- Woodrow, K. (2016, September). Connection as an organizing theme for social justice education in an elementary dual language school. Paper presented at the annual meeting of CO-NAME, Thornton.
- Woodrow, K. (2015, September). Everyday, anti-bias, equity practice in urban, dual language classrooms. Paper presented at the annual meeting of NAME, New Orleans.
- Woodrow, K. (2014, November). Blurring the borders between official and community-based knowledge. Paper presented at the annual meeting of NAME, Tucson.
- Woodrow, K., Bell, T., Brents, C & Mondragon, S. (2014, June). Mapping Knowledge Wealth and Resources in Diverse School Communities. Paper presented at the annual meeting of Rouge Forum, Denver.
- Woodrow, K. & Caruana, V. (2014, June). Changing minds: Teachers' perspectives towards issues of diversity and power. Paper presented at the annual meeting of Rouge Forum, Denver.
- Woodrow, K. (2013, November). Critical change agents? Paper presented at the annual meeting of National Association for Multicultural Education, Oakland.
- Woodrow, K. & Caruana, V. (2013, October). Preservice teachers' critical consciousness. Paper presented at the annual meeting of American Educational Studies Association, Baltimore.
- Woodrow, K. (2013, April). Bringin' it: Funds of knowledge and the social organization of the middle school classroom. Paper presented at the annual meeting of American Educational Research Association, San Francisco.

- Woodrow, K. (2012, October). Blah, blah, blah: Moving away from teacher dominated discourse. Paper presented at the Teachers of Color and Allies Summit, Boulder.
- Woodrow, K. (2011, March). Cultivating culturally responsive student teachers. Paper presented at the annual meeting of the ASCD, San Francisco.
- White, J. & Woodrow, K. (2009, April). The need for and potential of hybrid professional development schools: A case study of a PDS partnership between a non-traditional teacher education program and a K-12 urban charter school. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Eisenhart, M., Jackson, K. & Woodrow, K. (2007, April) Knowledge of science and identity as a scientist in an urban after-school program. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Woodrow, K., (2006, April). Creating discursive wiggle room: The generation of third space in middle school urban science classrooms. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Invited Talks and Presentations

- Woodrow, K., Piquette, J., Gutierrez, C., Qualman, E., Lewis, A. & Korpita, K. (2020, November). Colorado Prep Providers: Incorporating Family Engagement, Colorado Educator Preparation Virtual Convening. Colorado Department of Education & Colorado Department of Higher Education, Denver.
- Woodrow, K. (2020, May). Creating and managing online/remote learning without going grey. Presentation at the Regis College Fall Planning Sessions, Regis University, Denver.
- Woodrow, K. (2019, April). Recognizing Deficit, Asset and Structural Perspectives. Excellence through Inclusion Diversity Talks, Regis University, Denver.
- Woodrow, K. & Lasser, C. (2019, April). Paper talk for Best Paper Award in the Action Research Special Interest Group. American Educational Research Association Conference: Toronto, Canada
- Woodrow, K. (2018, September). Reality pedagogy through community-based knowledge. Hidden In Plain Sight, Regis University Education Conference, Denver.
- Woodrow, K. & Hruskocy, C. (2018, August). Blurring the physical and virtual instructional spaces. All-Faculty Teaching Institute, Regis University, Denver.
- Woodrow, K. (2016, March). Anti-bias education. Title III Professional Development Adams 50, Westminster.
- Woodrow, K. (2015, December). Sociocultural CLDE instruction in online environments. HELDE, Denver.
- Caruana, V., & Woodrow, K. (2014, April). Using the Ignatian pedagogical paradigm to make Jesuit values explicit in teacher education curriculum. Poster presented at the annual Celebration of Research, Scholarship and Creative Excellence, Denver.

Awards and Fellowships

- 2019 AERA AR SIG Best Paper Award
2010

One of two recipients of the Leadership, Initiative and Collegiality Award, Regis University
 2002 Anthropology Fellowship, University of Colorado
 1998 Teaching Excellence Award, Ascot Avenue Elementary School
 1995 Graduated High Honors in Anthropology, University of Michigan

Research Projects/Grants

2017 \$2000 IDT Grant to develop a learning glass system
 2016 \$1016 IDT Grant for SWIVL Technology to Support Lecture 4th row synchronous

Certifications

- Professional Elementary Teaching License, Colorado
- Linguistically Diverse Added Endorsement, Colorado
- California Professional Clear Multiple Subject Early Childhood-Adult Credential with CLAD
- Engaged Faculty Institute Training for Integrating Service Learning

University Service

2020 Chair of Graduate Programs for Practicing Teachers
 Search committee member for Director of State and District Partnership
 Presentation for the Fall Planning Session
 Presentation on Peer Coaching for the Online Faculty Fellows
 2019-present Academic Standards and Policy Committee Regis College
 2019 Search Committee Chair for IDT Director
 2018-2019 WorldClass Tips and Tricks Monthly Webinars
 CETL Online Faculty Partner
 2015-present MAE Online and Distance Education Lead
 MAE Assessment Lead
 2014-2015 SOE Academic Council Member
 2013-2015 Regis University Las Vegas Education Teach Out Liaison
 2013-2014 Regis Presidents' Solutions Group Experiential Learning
 2012-2016 University Research, Scholarship and Grants Committee
 2011-2015 Regis University Dual Language Liaison
 2008-2010 Developed graduate capstone to replace Master's Thesis.
 2009 Graduation Marshall
 2008-2010 Developed and Directed Regis Professional Development School with the Pinnacle K-12.
 2007-Present Faculty & Affiliate Faculty Search Committee, Regis University
 2009-2012 Chair of the TEAC committee and co-author of the TEAC addendum
 2007-2010 Chair LDE and M.Ed Licensure Master's Theses, Regis University

Professional Service

2017-present AERA proposal reviewer
 2013-2014 Higher Educators in Linguistically Diverse Education interim co-chair
 2013-present Higher Educators in Linguistically Diverse Education (HELDE) member; Committee chair for Online Education
 2013-present Regis Representative for the Teachers of Color and Allies (TOCA) Summit, CU
 2013-present Board Member, Literacy Coalition of Colorado
 2011-present Peer Reviewer, Curriculum and Teaching Dialogue, Journal of AATC
 2007 Program Reviewer for Wyoming's PTSB accreditation of University of Wyoming's ESL program
 2004-2009 Board member on SIMPLY THE BEST afterschool STEM program for girls of color

Relevant Skills

- Proficient in Spanish
- Experience in Evaluation, Reporting and Accreditation
- Community Organizing (CETL training University of Denver 2012)
- Intermediate technology skills (early adopter orientation) with a focus on teaching and learning technology integration

Professional Memberships

2013-present National Association of Multicultural Education (NAME)
2012-2017 American Education Studies Association (AESA)
2011-2015 Literacy Coalition of Colorado
2010-2012 National School Reform Faculty
2008-2013 Association for Supervision and Curriculum Development (ASCD)
2000-present American Educational Research Association (AERA)
1999-2005 American Anthropology Association (AAA)

University Courses Taught (*Developed)

Regis University

*EDES 403 Cultural Competence
*EDES 603 Equity, Ethics and Social Justice in Education
*EDES 640 Culturally and Linguistically Diverse Learners
*EDFD 601 Educational Foundations: Teachers, Schools and Society
*EDFD 600 Philosophical Foundations of Education
*EDFD 603 Multicultural and Ethical Perspectives in Education
EDFD 610 Current and Interdisciplinary Perspective in Education
EDFD 643 Research Project
*EDFD 642i Family, School, and Community Partnership Research Project
EDFD 697 Professionalism
*EDLD 676 Linguistics and Language Acquisition
*EDRS 698 Capstone in Reflective Teaching
*MAE 605M Multicultural Perspectives—Now Diversity, Equity and Social Justice.
*MAE 614 Action Research: Foundations
*MAE 616 Action Research: Application
*MAE 665H Foundations of Education for Culturally and Linguistically Diverse Educators
*MAE 665G Linguistics I: Language Acquisition
MAE 665R Linguistics II

University of Colorado, Boulder

EDUC 3013 School and Society
EDUC 3023 Teaching in American Schools

Advisors

B.A.: Dr. William Lockwood (retired, University of Michigan)
Ph.D.: Dr. Margaret Eisenhart (retired, University of Colorado)