Travis S. Wright, Ed.D, LPC
Curriculum Vitae
Department of Counseling Psychology, School of Education, Room 309, University of Wisconsin-Madison, Madison, WI 53706, travis.wright@wisc.edu

EDUCATION

Doctor of Education 9/2002 - 8/2006
Harvard University
Concentration: Human Development and Psychology
Dissertation Title: *Making It vs. Satisfaction: Well-Being and the Lives of Women Raising Young Children in Poverty*

Certificate of Advanced Study 9/2003 - 9/2006
Harvard University
Concentration: School Adjustment and Mental Health Counseling

Master of Education 9/2001-9/2002
Harvard University
Emphasizing: Human Development and Psychology
Thesis: *The impact of timing and context on identity development in the intimate relationships of gay men: Advancing a developmental theory*

Bachelor of Arts 8/1993 - 8/1998
University of Tennessee- Knoxville
Major: College Scholars
Concentration: Community- Identity, Development, and Change

POSITIONS HELD

Assistant Professor, tenure-track, 8/2016 - current
Department of Counseling Psychology,
University of Wisconsin-Madison

Deputy Chief, Early Childhood Education 8/2015 – 8/2016
District of Columbia Public Schools

Assistant Professor, tenure-track 8/2012 - 8/2015
Department of Curriculum and Instruction,
University of Wisconsin-Madison

Assistant Professor, tenure-track, 8/2007 - 8/2012
Department of Educational Leadership,
The George Washington University

Assistant Professor, visiting,   **8/2006 - 8/2007**
Department of Educational Leadership,
The George Washington University

Head Start Teacher   **1/2003- 6/2006**
Ruggles-Gilday Early Childhood Educational Center

Sixth-Grade Teacher   **8/2000- 6/2001**
District of Columbia Public Schools

Manager, Youth and Education Outreach   **2/1999- 8/2000**
Points of Light Foundation

Manager, Youth Service and Service Learning   **8/1994- 8/1995**
Tennessee Commission on National and Community Service

PROFESSIONAL LICENSE

Licensed Professional Counselor in Wisconsin—5029   **3/2013 - current**

Licensed Professional Counselor in District of Columbia-   **11/2010 - 12/2012**
PRC14146

SPECIAL HONORS AND AWARDS

Governance Fellows Program   **11/2018**
Harry S. Truman Foundation

Community Engaged Scholarship Award   **6/2017**
University of Wisconsin School of Education

The Beiber Invited Lecture on Education   **8/2016**
Bank Street College

Vilas Life Cycle Professorship   **8/2015**
University of Wisconsin-Madison

The UW-Madison Wisconsin Idea Baldwin Award   **8/2014**
Fellowship awarded by the Ineva Reilly Baldwin Wisconsin Idea
Endowment for public service research that embodies the Wisconsin Idea

The Mithoff Family Invited Lecture on Early Childhood Education   **9/2014**
University of Texas-Austin

AERA Early Childhood Education and Child Development Research   6/2012
Early Career Award
American Educational Research Association-Early Childhood Education and Child
Development Research SIG

Martin Luther King, Hr. Award for Leadership and Service   6/2012
The George Washington University award (student-nominated) given to one
faculty member annually for inspirational leadership and social justice

Public Policy Scholar Fellowship   8/2011
The George Washington University Institute of Public Policy award for
community-engaged scholarship

Research Merit Fellowship   8/2011
The George Washington University, Research Enhancement Initiative

Distinguished Achievement in Storytelling   10/2010
Speakeasy DC award for outstanding performance in narrative storytelling

Harvard University Doctoral Research Grant   8/2005
Harvard Mind, Brain, Behavior Initiative award to support research on
children exposed to trauma

Harvard University Dissertation Fellowship   8/2005

Public Service Fellowship   8/2003
Harvard University Open Gate Foundation award for research focused
on LBGT individuals

Faculty Merit Fellowship   8/2003
Harvard University Graduate School of Education award given to
outstanding first-year doctoral student

National Point Scholar Fellowship   8/2003
The Point Foundation award given to outstanding LBGT individuals to
pursue higher education

Gender Studies Fellowship   8/2003
Harvard Graduate School of Education award for research focused on
LBGT individuals

National Harry S. Truman Scholarship   6/1997
National award given by Harry S. Truman Scholarship Foundation for
contributions to public service and potential for public service leadership

Normandy Scholar Fellowship   8/1997

Franco-American Normandy Scholar Foundation award for
peace studies on history of World War II

RESEARCH

JOURNAL PUBLICATIONS
*Denotes peer review; °Invited; underlining denotes student

Total number of citations: 159
Authorship *h* index: 8
Authorship i10 index: 8 (i.e., 8 publications have been cited more than 10 times)[1]

17. ***Wright, T**. (in press). Phenomenology, pedagogy, and poetry: An
approach for educational researchers. *Journal of Curriculum and Pedagogy.*
16. ***Wright, T**., <u>Nankin, I.</u>, <u>Boonstra, K.</u>, & <u>Blair, E.L</u>. (in press). Changing through
relationships and reflection: An exploratory investigation of pre-service teachers'
perceptions of young children experiencing homelessness. *Early Childhood
Education Journal.*
Citations: 0
15. *Wright, T**. (2018). Beauty in the struggle: Poetry found in the lives of mothers
experiencing homelessness. *Anthropology and Education Quarterly*, 49(4), 462-468.
Citations: 0
14. *Wright, T**. (2018). Contesting hegemony: Re-imagining masculinities for early
childhood education. *Contemporary Issues in Early Childhood*, 19(2), 97-1
Citations: 0*; Downloads: 40
13. *Wright, T**. (2017). Supporting students who have experienced trauma. *NAMTA
Journal*, 42(2), 141-152.
Citations: 0
12. *Wright, T**. (2016). On coming out in practicum: An autoethnography of (non)
disclosure. *Journal of Early Childhood Teacher Education*, *37*(3), 189-202.
Citations: 3; Downloads: 20; Abstract Views: 66
11. *Wright, T**. (2014a). Too scared to learn: Teaching young children who have
experienced trauma. *Young Children*, 69(5), 88-93.
Citations: 14
10. *Wright, T**. (2013a). 'Making it' versus satisfaction: How women raising young children
in poverty assess how well they are doing. *Journal of Social Service Research, 39*(2),
269-280. doi: 10.1080/01488376.2012.753977
Citations: 11; Downloads: 205; Abstract Views: 2895
9. °**Wright, T.** (2013b). "I keep me safe." Risk and resilience in children with messy lives.
Phi Delta Kappan, *95*(2), 39-43.
Citations: 18; Downloads: 131
8. °**Wright, T**. (2012). "A Conversation with Dr. Travis Wright." *Teaching Young Children*,
5(4), pp. 27-29.

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[1] All citations and authorship indices were updated January 2, 2019

Citations: 0

7. ***Wright, T**., Roach, V., & Yukins, B. (2012). Is that all there is? GLBTQ adolescent support in the best of circumstances: One family's story. *Journal of Cases in Educational Leadership, 15*(4), 105-114.
   Citations: 3; Downloads: 27

6. *Wise, V. & **Wright, T**. (2012). Critical absence in the field of educational administration: Framing the (missing) discourse of leadership in early childhood settings. *International Journal of Educational Leadership Preparation, 7*(2)
   Citations: 20

5. ***Wright, T**. (2011b). Tell me lies: Confronting the preschool closet. *Journal of Cases in Educational Leadership,* 14(2), pp. 1-7.
   Citations: 5; Downloads: 27

4. ***Wright, T**. (2011c). Countering the politics of class, race, gender, and geography in Early childhood education. *Educational Policy,* 25(1), pp. 240-261.
   Citations: 25; Downloads: 477

3. *Brown, C. & **Wright, T**. (2011). The rush towards universal public pre-k: A media analysis. *Educational Policy,* 25(1), pp. 115-133*.
   Citations: 18; Downloads: 187

2. ***Wright, T**. (2010). Learning to laugh: A portrait of risk and resilience in early childhood. *Harvard Educational Review,* 80(4), pp. 444-463.
   Citations: 20

1. ***Wright, T**. (2007). On Jorge becoming a boy: A counselor's perspective. *Harvard Educational Review*, 75(2), pp 164-186.
   Citations: 17

BOOK CHAPTERS

BC5. ***Wright, T. S**., & Blair, E. E. (2015). Pursuing the promise: Narrative inquiry in early childhood education. In David, T., Gouch, K., & Powell, S. (Eds.) The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care. Routledge.
   Citations: 1

BC4. ***Wright, T.** (2014b). Revisiting risk/ re-thinking resilience: Fighting to live vs. failing to thrive. In Bloc, M. (Ed.) Reconceptualizing Early Childhood Care and Education: Critical Questions, New Imaginaries and Social Activism--A Reader. Peter Lang Publisher.

BC3. ***Wright, T.** (2013c). Jesus, Dolly Parton, and Solid Gold: Risk and resilience in a southern gay childhood. In Whitlock, U. (Ed.) Queer South Rising: Voices of a Contested Place. Information Age Publishing.

BC2. **Wright, T**. (2013d). Zombie World- Not Just for Children. In Wien, Carol Ann. The Power of Emergent Curriculum: Stories from Early Childhood Settings. National Association for the Education of Young Children Press.

BC1. ***Wright, T.** (2010) On Jorge becoming a boy: A counselor's perspective. In Brion-Meisels, G., Cooper, K., Deckman, S., Dobbs, C., Francois, C., Nikundiwe, T., & Shalaby, C. (Eds.) Humanizing Education: Critical Alternatives to Reform. Harvard Education Press. pp. 267-288.

MANUSCRIPTS IN PROGRESS

IP5. ***Wright, T.** Ochrach, C., & Fetter, A. (in progress). How young children experiencing homelessness perceive school and their teachers. *Early Education and Development.*

IP4. ***Wright, T.** & Taub, A. (in progress). The differential effects of 4K on non-disadvantaged, low-income, and children experiencing homelessness. *Early Childhood Research Quarterly.*

IP3. ***Wright, T.** & Taub, A. (in progress). The influence of chronicity and timing of homelessness on the academic and social development of young children. *Early Childhood Research Quarterly.*

IP2. ***Wright, T.** (in progress). Restorative teaching: A new paradigm for fostering student development and educational achievement. *American Educational Research Journal.*

IP1. ***Wright, T.** (in progress). The problem with respect: Towards a pedagogy of hope. *Teachers College Record.*

OUTREACH PUBLICATIONS AND TECHNICAL REPORTS

OP8. **Wright, T**., Taub, A., Fetter, A., & Shumpert, J. (2017). "MMSD 4K: Pathways to Resilience for Children and Families Experiencing Homelessness." Report for Madison Metropolitan School District.

OP7. **Wright, T.** (2015, July 29). What if your cute little angel starts to say dirty little words? [Web blog post]. Retrieved from: https://theconversation.com/what-if-your-cute-little-angel-starts-to-say-dirty-little-words-45272
Readers: 19,526; Shares: 133

OP6. **Wright, T.** (2015, July 9). What is behind the magic of Sesame Street? [Web blog post]. Retrieved from: https://theconversation.com/what-is-behind-the-magic-of-sesame-street-43576.
Readers: 57,069; Shares: 564

OP5. **Wright, T.** (2015). "An Evaluation of the Learn and Playgroup Program 2014-2015." Report for the Bruhn-Morris Family Foundation.

OP4. **Wright, T.** (2014). "An Evaluation of the Learn and Playgroup Program 2013-2014." Report for the Bruhn-Morris Family Foundation.

OP3. **Wright, T**. & McDonnell, K. (2012). "An Evaluation of the City of Alexandria's Playgroups." Report for The Giving Circle of Alexandria.

OP2. °**Wright, T**. (2011a). Messy Lives: Supporting Young Children in Navigating the Demands of Challenging Environments. *AERA Early Childhood Education and Child Development SIG Newsletter*, 6(1), pp.4-5.

OP1. **Wright, T.** (2010). *"Why do we educate?"* An essay published by the GWU Graduate School of Education as part of collection on faculty perspectives about the purpose of education in the twenty-first century.

RESEARCH SUPPORT

Fall Research Competition   **6/2017-6/2018**
University of Wisconsin-Madison
$57,318**- funded**

Ethnographic research project to document the experiences of young homeless children in school. Role: PI

Wisconsin Center for Educational Research- Madison   **12/2016-6/2018**
Educational Partnership
$50,000- **funded**
Research project to determine the impact of 4K programming on the educational and developmental outcomes of young children experiencing homelessness. Role: PI

Fall Research Competition   **6/2015-6/2016**
University of Wisconsin- Madison
$36.675**- funded**
Research project to determine the impact of student-teacher relationship quality on the academic, social, and emotional development of young homeless children in school. Role: PI

Ineva Reilly Baldwin Wisconsin Idea Endowment   **8/2014-6/2017**
University of Wisconsin Foundation
$118,723- **funded**
Research project to develop a school-based mentoring intervention and teacher professional development system to improve educational and developmental outcomes for young children experiencing homelessness. Role: PI

Fall Research Competition   **6/2013 – 6/2014**
University of Wisconsin-Madison
$37,032—**funded**
Research project to determine how Africa-American preschoolers and their teachers perceive relationships with each other. Role: PI.

National Institute of Health   **9/2011-9/2012**
R23, $58,760- **funded**
Research project to investigate exergaming to promote physical activity in urban preschoolers. Role: Co-Investigator.

GSEHD Selective Excellence Incubator Grant   **9/2009- 6/2012**
The George Washington University Graduate School of Education and Human Development
$45,000- **funded**
Develop research center focused on utilizing a resiliency perspective to enhancing urban school leadership. Role: PI

Alexandria Citywide Playgroup Initiative Evaluation   **6/2011-9/2011**
Women's Giving Circle of Alexandria, Virginia
$20,000- **funded**
Research project to evaluate the program's efficacy at supporting culturally-diverse immigrant and non-immigrant families with young children. Role: PI

National Institute of Health   **2/2011**
NICHD, K01, $770,980- unfunded
Research project to determine the impact of preschool on resilient functioning in
maltreated children. Role: PI

Department of Educational Leadership Research Initiative   **9/2010-6/2011**
The George Washington University
$4000- **funded**
Research project to determine maternal perceptions of masculinity for young black boys
developing in urban poverty. Role: Co-PI

University Research Competition   **5/2010**
The George Washington University
$15,362- unfunded
Research project to document resiliency processes for adolescents navigating commercial
sexual exploitation. Role: PI

INTERNATIONAL PRESENTATIONS
(*Peer-reviewed; °Invited; Underlining denotes student)

43. ***Wright, T.** (October, 2018). Critical emotional praxis: Encountering teachers' fears
    of supporting children experiencing homelessness. Paper presented at the
    International Reconceptualizing Early Childhood Conference, Copenhagen,
    Denmark.
42. °**Wright, T.** (April 2018). Trauma and learning: Towards a trauma-informed pedagogy.
    Paper presented at the Madrid Early Childhood Educators Conference, Madrid,
    Spain.
41. ***Wright, T.** (November, 2012). *Contested Masculinities In The Toddler Room: The Risk
    (And Resilience) Of Relationship.* Paper presented at the International
    Reconceptualizing Early Childhood Conference, State College, PA.
40. ***Wright, T.** (October, 2011). *Messy Lives: Supporting young children in navigating the
    demands of challenging environment.* Paper presented at the International
    Reconceptualizing Early Childhood Conference, London, England.
39. ***Wright, T.** (May, 2009). *"Just a Thang": The Relational Lives of 17 Women Raising
    Children in an Urban Housing Development.* Paper presented at the International
    Congress of Qualitative Inquiry, Champaign-Urbana, IL.
38. ***Wright, T.**, Burns, J., Lastica, J., & Lombard, M. (May, 2009). *Matters of Interpretation:
    Teaching a Hermeneutic Approach for Researching Practice.* Paper presented at the
    International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

NATIONAL PRESENTATIONS
(*Peer-reviewed; °Invited; Underlining denotes student)

37. ***Wright, T.** (April, 2018). *Building BASES (Building Academic, Social, and Emotional
    Supports) for Young Children Experiencing Homelessness.* Paper presented at the
    American Educational Research Association Annual Meeting, New York, New York.

36. ***Wright, T.** & <u>Shumpert, J.</u> (April, 2018). *"It Hurts Too Much to Care": Teachers' Fears as Barriers to Supporting Young Children Experiencing Homelessness.* Paper presented at the American Educational Research Association Annual Meeting, New York, New York.

35. ***Wright, T.** & <u>Shumpert, J.</u> (April, 2016). *Teaching from hope: The transformation of early childhood educators' perceptions of young homeless children.* Paper presented at the American Educational Research Association Annual Meeting, Washington, DC.

34. ***Wright,T.**, <u>Boonstra, K.</u> & <u>Blair, E</u>. (April, 2016). *Too Afraid to Teach: Fear and the teaching lives of preservice teachers supporting young homeless children.* Paper presented at the American Educational Research Association Annual Meeting, Washington, DC.

33. ***Wright,T**.,<u>Nankin, I., Boonstra, K. & Blair, E.</u> (April, 2015). *Changing through relating: The transformation of preservice teachers perceptions of young homeless children.* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

32. ***Wright, T.** (April, 2015). *I keep me safe: A portrait of (dis)respect in early childhood.* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

31. ***Wright, T.** (April, 2014). *Contested Masculinities in the Toddler Classroom.* Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

30. ***Wright, T.** (November, 2013). *Teaching from Hope: Reframing Resilience for Young Children with Messy Lives.* Paper presented at the National Association for the Education of Young Children Annual Meeting, Washington, DC.

29. ***Wright, T.** (April, 2013). *Rethinking Resilience for Maltreated Children in the Preschool Environment.* Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

28. ***Wright, T.** (April, 2013). *Messy Lives: Critical Perspectives on Resilience for Young Children Navigating the Demands of Challenging Environments.* Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

27. *****<u>Emma, L.</u>, **Wright, T**., & Spencer, K. (April, 2013). *Teachers' Beliefs Related to Physical Activity Play in the Preschool Setting.* Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

26. ***Wright, T.** (November, 2012). *Teaching from Hope: Reframing Resilience for Young Children with Messy Lives.* Paper presented at the National Association for the Education of Young Children Annual Meeting, Washington, DC.

25. ***Wright, T.** (April, 2013). *Rethinking Resilience for Maltreated Children in the Preschool Environment.* Paper presented at the National Association for the Education of Young Children Annual Meeting, San Francisco, CA.

24. ***Wright, T.** (April, 2012). *Jesus, Dolly Parton, and Solid Gold: Risk and Resilience in a Southern Gay Childhood.* Paper presented at American Educational Research Association Conference, Vancouver, British Columbia.

23. ***Wright, T.** (April, 2011). *The Politics of Race, Class, Gender, and Geography in Early Childhood Education.* Paper presented at American Educational Research Association Conference, New Orleans, LA.

22. ***Wright, T.** (April, 2011). *Goddess: A Portrait of Risk and Resilience in Early Childhood.*

Paper presented at American Educational Research Association Conference, New Orleans, LA.

21. ***Wright, T.** (April, 2010). *Risk and Resilience in the Social Ecologies of Women Raising Young Children in Urban Poverty.* Paper presented at American Educational Research Association Conference, Denver, CO.

20. ***Wright, T.** (April, 2010). *Confronting the Pre-School Closet: An In-Depth Case Study of One Teacher's Experiences.* Paper presented at American Educational Research Association Conference, Denver, CO.

19. ***Emma, L.**, Jarrett, M., & **Wright, T**. (November, 2009). *Teachers' Beliefs Related to Physical Activity Play in the Preschool Setting.* Paper presented at the National Association for the Education of Young Children Annual Meeting, Washington, DC.

18. ***Wright, T.** & Ryan, P. (November, 2009). *Working with Families Using a Competency-Based Model: How Respectful Relationships Impact the Parent-Child Bond and Identity Formation*. Paper presented at the National Association for the Education of Young Children Annual Meeting, Washington, DC.

17. ***Wright, T.** (April 2009). *Risk and Resilience in the Gay South: Examining the Intersection of Faith, Religion, and Sexuality.* Paper presented at American Educational Research Association Conference, San Diego, CA.

16. ***Casemore, B.** & **Wright, T.** (April 2009). *Symbolizing Contested and Changing Teacher Identities: On the Autobiographical Demands of Teacher Education.* Paper presented at American Educational Research Association Conference, San Diego, CA.

15. ***Burns, J.** & **Wright, T.** (April 2009). *Discursive Formations and the Social Studies Curriculum: Collective Subjectivity, Control, and Normalization.* Paper presented at American Educational Research Association Conference, San Diego, CA.

14. ***Wright, T.** (March, 2009). *The Autobiographic Demands of Place: Confronting the South*. Paper presented at the Bergamo Conference: Journal of Curriculum Theorizing, Dayton, OH.

13. ***Wright, T.** (March 2008). *Risk and Resilience in the Social Ecologies of Women Raising Young Children in Urban Poverty.* Paper presented at American Educational Research Association Conference, New York, NY.

12. ***Wright, T.** & Brown, C. (March 2008). *: The Rush Towards Universal Public Pre-K: Is it Research-based or Political Spectacle?* Paper presented at American Educational Research Association Conference, New York, NY.

11. ***Burns, J.** & **Wright, T.** (April 2009). *Deriving Meaning from Community Service Learning: Education, Community, and Democracy.* Paper presented at American Educational Research Association Conference, San Diego, CA.

10. ***Wright, T.** (March 2008). *Tell Me Lies, Confronting the Pre-School Closet.* Paper presented at The American Association for the Advancement of Curriculum Studies Annual Meeting, New York, NY.

9.   ***Wright, T.**, Ayoub, C., Hong, K. (April, 2005). *The Impact of Different Types and Combinations of Abuse on the Developmental Pathways of Young Adolescent Girls.* Paper presented at The Society for Research in Child Development Biennial Meeting, Atlanta, GA.

8.   ***Hong, K.**, Ayoung, C., **Wright, T.** (April, 2004). *Maltreated Adolescent Girls: Exploring the Differences in Their Self-Perceptions and Psychiatric Diagnoses.* Paper presented at American Educational Research Association Conference, San Diego, CA.

7. ***Ayoub, C., Fischer, K., Noam, G., Wright, T.,** Hong, K. (March 2008). *Exploring the Cognitive, Relational, and Social Impacts of Maltreatment in the Lives of Sexually Abused Adolescent Girls.* Paper presented at The Society for Research in Adolescence Annual Meeting, Baltimore, MD.

REGIONAL PRESENTATIONS
(*Peer-reviewed; °Invited; Underlining denotes student)

6. °**Wright, T.** (May, 2010). *How Women Raising Young Children In Low-Income Environments
Think About Their Own Success.* Paper presented at the Urban Institute- Stepping Stones Policy Briefing, Washington, DC.
5. ***Wright, T.** (February, 2010). *Qualitative Research for Social and Policy Change.* Paper presented at The George Washington University Student Research Conference, Washington, DC.
4. ***<u>Clark, M., Goldstein, D.,</u> & Wright, T.** (February, 2010). *On Becoming Communities: Teachers Reflective Narratives of Teachers Creating Communities.* Paper presented at The George Washington University Student Research Conference, Washington, DC.
3. ***Wright, T.** (February, 2009). *Knowing Places: Narrating School as Place.* Paper presented at The George Washington University Student Research Conference, Washington, DC.
2. ***Wright, T.** (February, 2003)*. Exploring the Relational Lives of Five Gay Men* Paper presented at The Harvard University Graduate School of Education Student Research Conference, Cambridge, MA.
1. ***Machoian, L. & Wright, T.** (February, 2002)*. The Role of Close Relationships in the Lives of Suicidal Adolescents* Paper presented at The Harvard University Graduate School of Education Student Research Conference, Cambridge, MA.

KEYNOTE AND INVITED PRESENTATIONS
(°Invited)

33. °**Wright, T**. (June, 2018). Supporting Children with Challenging Lives. Keynote address at the Midwest Region FACETS Conference, Nashville, TN.
32. °**Wright, T**. (May, 2018). Building BASES for Children Experiencing Homelessness. Invited address at the Wisconsin CESA Conference, Madison, WI.
31. °**Wright, T**. (May, 2018). The Academic, Social, and Emotional Development of Young Children Experiencing Homelessness. Invited presentation at the University of Minnesota Institute for Child Development. Minneapolis, MN.
30. °**Wright, T**. (April, 2018). Teaching in Challenging Times. Keynote address at the Wisconsin Delta Kappa Gamma Education Conference, Madison, WI.
29. °**Wright, T**. (March, 2017). Teaching Young Children with Challenging Lives: Reframing Resilience. Keynote address at the Minnesota Montessori Association Conference. St. Paul, MN.

28. °**Wright, T**. (April, 2017). School-Based Support for Young Children Who Have Experienced Trauma. Invited presentation at the UW-Whitewater Early Childhood Education Conference, Whitewater, WI.

27. °**Wright, T**. (March, 2017). School-Based Support for Young Children Who Have Experienced Trauma. Keynote address at the Reach Dane Head Start Annual Meeting, Madison, WI.

26. °**Wright, T**. (January, 2017). Teaching Children Who Have Experienced Trauma. Invited address at the Minneapolis Urban Montessori Coalition. Minneapolis, MN.

25. °**Wright, T**. (June, 2016). Teaching Young Children with Challenging Lives; Reframing Resilience. Keynote address at the North American Montessori Association Annual Conference. Long Beach, CA.

24. °**Wright, T**. (May, 2016). The Role of School Leaders in Developing Support Structures for Young Children with Challenging Lives. Invited address at the National Association for the Education of Young Children Professional Development Institute, Baltimore, MD.

23. °**Wright, T**. (March, 2016). Developing Comprehensive Supports for Children Navigating Adversity. Invited address at the DC-Area Early Childhood Collaborative, Washington, DC.

22. °**Wright, T**. (January, 2016). School-Based Support for Young Children Who Have Experienced Trauma. Invited address at the Wisconsin Head Start Association, Wisconsin Dells, WI.

21. °**Wright, T**. (June, 2015). Leading Development of School-Based Supports for Young Children with Challenging Lives . Keynote address at the National Association of Elementary School Principals National Conference. Long Beach, CA.

20. °**Wright, T**. (June, 2015). Leading Development of School-Based Supports for Young Children with Challenging Lives . Keynote address at the National Association of Elementary School Principals National Conference. Long Beach, CA.

19. °**Wright, T**. (October, 2014). Teaching Young Children Developing in the Midst of Trauma. Invited address at the University of Texas-Austin School of Education, Austin, TX.

18. °**Wright, T.** (May 2014). Supporting Children with Challenging Lives. Keynote address at the Virginia Children Together Conference, Alexandria, VA.

17. °**Wright, T.** (May 2014). Reframing Risk and Resilience for Young Children with Messy Lives. Invited address at the Devereux Center for Resilient Children. Philadelphia, PA.

16. °**Wright, T**. (March, 2014) Too Afraid to Learn: Supporting Young Children with Challenging Lives. Keynote address at the United Kingdom National Baby Room Conference, London, England.

15. °**Wright, T**. (March, 2014). Too Afraid to Learn: Trauma and the Development of Young Children. Invited address to Canterbury Christ Church University, Canterbury, England.

14. °**Wright, T**. (November, 2013). Tackling the Opportunity Gap for Young Children. Keynote address at the Presidential Session of the National Association for the Education of Young Children Annual Meeting, Washington, DC.

13. °**Wright, T**. (July, 2013). The Impact of Trauma on the Development of Young Children. Invited address at the Symposium on Early Childhood Special Education- The George Washington University, Washington, DC.
12. °**Wright, T**. (October, 2011). The Race to Nowhere. Invited address at The George Washington University, Washington, DC.
11. °**Wright, T**. (July, 2010). Guiding and Supporting Families in the Twenty-First Century. Keynote address at The George Washington University Special Education Summer Institute, Washington, DC.
10. °**Wright, T**. (June, 2010).Teaching for Change . Keynote address at the National Youth Leadership Conference, Washington, DC.
9. °**Wright, T**. (March, 2010). Making it vs. Satisfaction: Risk and Resilience in the Lives of Women Raising Young Children in Poverty. Invited address at the Washington Area Women's Foundation, Washington, DC.
8. °**Wright, T**. (August, 2009) Understanding Alternative Pathways to Development. Invited address at the DC Council for Exceptional Children Annual Conference, Washington, DC.
7. °**Wright, T**. (February, 2009). Supporting Preschoolers in Poverty. Invited address at the DC Apple Tree Learning Institute, Washington, DC.
6. °**Wright, T**. (March, 2008). Invited address at the River School Professional Learning Conference, Washington, DC.
5. °**Wright, T**. (March, 2008). Fostering Friendship Among Children with Special Needs. Invited address at the River School Professional Learning Conference, Washington, DC.
4. °**Wright, T**. (February, 2005). Community Service as a Means for Youth Development and Social Transformation. Keynote address presented at Case Western Reserve University- Mandel Center for Non-profit Management Conference on Youth Philanthropy and Entrepreneurship. Cleveland, Ohio
3. °**Wright, T**. (October, 2002).The Role of Young People in Civil Society: Civic Engagement as Social and Youth Development. Keynote address presented at the Nebraska State Conference on National and Community Service, Omaha, NE.
2. °**Wright, T**. (October, 2002). Youth Development, Social Policy, and Civic Engagement. Keynote address presented at the New Hampshire Statewide AmeriCorps Statewide Conference, Nashua, NH.
1. °**Wright, T**. (April, 2002). Youth Development and Social Change: The Roles of Young People and Society. Keynote address presented at the *Risky Business Conference* hosted by Iowa Youth and Shelter Services, Ames, IA.

Media Appearances
3. **Wright, T.** Interview by Hillary Gavan. UW Expert: Kids Bring Their Traumas to School. Beloit Daily News. Newspaper article. November 10, 2017. Retrieved from: http://www.beloitdailynews.com/news/20171110/uw_expert_kids_bring_their_tra umas_to_school
2. **Wright, T**. Interview by Jenny Marchant. 133 ABC Newcastle (Australia). Radio. March, 21, 2017.
1. **Wright, T**. Interview by Kathleen Dunn. Wisconsin Public Radio: The Kathleen

Dunn Show. Radio. July 21, 2015.

Arts-Based Scholarship
Featured storyteller for Speakeasy DC   8/2007-6/2012
SpeakeasyDC, one of the nation's premier storytelling organizations, promotes the art of autobiographical oral narrative through events, classes, consulting, and recordings.

Cast member/ co-writer of "Chocolate Jesus"   8/2007; 8/2008
A first-person narrative exploration of the influence of religion on identity development staged for DC Fringe Festival (juried). Named "Best of Fringe" by the *Washington Post* and *Washington DC City Paper*.

Cast member/ co-writer of "Chocolate Jesus: The Revival"   8/2009
A first-person narrative exploration of the influence of religion on identity development staged for DC Fringe Festival (juried). Named "Best of Fringe" by the *Washington Post* and *Washington DC City Paper*.

TEACHING EXPERIENCE

University of Wisconsin-Madison Courses (Fall 2012 - Summer 2018)

Summer 2018
ED 719: Introduction to Qualitative Research (graduate): enrollment = 24

Spring 2018
CI 999: Independent Study (graduate): enrollment = 2
CP 954: Phenomenological Research Methods (graduate): enrollment = 6
CI 675: Supporting Homeless Children in School (undergraduate): enrollment = 59
CI 399: Independent Study (undergraduate): enrollment = 6

Fall 2017
CI 999: Independent Study (graduate): enrollment = 3
CP 791: Foundations of Clinical Mental Health Counseling (graduate): enrollment = 14
CI 675: Supporting Homeless Children in School (undergraduate): enrollment = 63
CI 660: Introduction to Early Childhood Education (undergraduate): enrollment: 24
CI 399: Independent Study (undergraduate): enrollment = 6

Summer 2017
CP 791: Foundations of Clinical Mental Health Counseling (graduate): enrollment = 12

Spring 2017
ED 719: Introduction to Qualitative Research (graduate): enrollment = 24
CI 675: Supporting Homeless Children in School (undergraduate): enrollment = 35

CI 399: Independent Study (undergraduate): enrollment = 7

Fall 2016
CI 675: Supporting Homeless Children in School (undergraduate): enrollment = 39
CI 660: Introduction to Early Childhood Education (undergraduate): enrollment: 24
CI 399: Independent Study (undergraduate): enrollment = 4

Spring 2016
CI 675: Supporting Homeless Children in School (undergraduate): enrollment = 17
CI 399: Independent Study (undergraduate): enrollment = 4

Fall 2015
CI 999: Independent Study (graduate): enrollment = 2
CI 675: Supporting Homeless Children in School (undergraduate): enrollment = 17
CI 399: Independent Study (undergraduate): enrollment = 5

Spring 2015
CI 675: Doctoral Research Methods- Portraiture (graduate): enrollment = 5
CI 999: Independent Study (graduate): enrollment = 1
CI 675: Supporting Homeless Children in School (undergraduate): enrollment = 26
CI 399: Independent Study (undergraduate): enrollment = 1

Fall 2014
CI 975: Phenomenological Research Methods (graduate): enrollment = 9
CI 675: Supporting Homeless Children in School (undergraduate): enrollment = 24
CI 660: Introduction to Early Childhood Education (undergraduate): enrollment: 25
CI 399: Independent Study (undergraduate): enrollment = 1

Summer 2014
ED 719: Introduction to Qualitative Research (graduate): enrollment = 13

Spring 2014
CI 465: Student Teaching- Kindergarten Field Studies (undergraduate): enrollment = 24
CI 463: Seminar- Kindergarten Field Studies (undergraduate): enrollment = 24

Fall 2013
CI 999: Independent Study (graduate): enrollment = 4
ED 719: Introduction to Qualitative Research (graduate): enrollment = 37
CI 660: Introduction to Early Childhood Education (undergraduate): enrollment: 26
CI 373: Elementary Teaching Practicum III (undergraduate): enrollment = 24

Spring 2013
CI 975: Reframing Resilience Seminar (graduate): enrollment = 12
CI 373: Elementary Teaching Practicum II (undergraduate): enrollment = 24

2012
    CI 663: Learning Environments (undergraduate): enrollment: 25
    CI 660: Introduction to Early Childhood Education (undergraduate): enrollment: 25
    CI 550: Methods for Mathematics in Early Childhood (undergraduate): enrollment: 25
    CI 363: Early Childhood Education Practicum I (undergraduate): enrollment 25

Course or Curriculum Development at UW-Madison From 2012-current

Foundations of Clinical Mental Health Counseling (new curriculum)	2017
Introduction to Early Childhood Education (new curriculum)	2015
Phenomenological Research Methods (new course)	2014
Seminar- Kindergarten Field Studies (new curriculum)	2014
Supporting Homeless Children in School (new course)	2014
Introduction to Qualitative Research (new curriculum)	2013
Reframing Resilience Seminar (new course)	2013
Introduction to Early Childhood Education (new curriculum)	2012

Previous Teaching

The George Washington University Courses
    EDUC 332: Case Study Research in Education
    EDYC 324: Ethnographic Research in Education
    EDUC 326: Phenomenological Research Methods
    EDUC 307: Introduction to Qualitative Research Methods
    EDUC 295: Introduction to Educational Research
    EDUC 220: Advanced Topics in Qualitative Research

Johns Hopkins University Graduate School of Education
    JH 1000: Counseling Women and Children in Poverty

Argosy University
    CP 950: Group Counseling Theory and Practice

Graduate-Student Teaching:
Harvard University (2002-2006)
    RP 930: Research Experience in Risk and Prevention: Childhood Focus
    RP 900: Developmental Interventions for Children- School and Community Settings
    RP 760: Adolescent Development: Psychosocial Implications for School and
         Community Partnerships
    HP 750: The Nature of Childhood Trauma: Implications for Differences in
         Development, Biology, and Psychopathology Across the Lifespan
    RP 725: Risk and Resilience Across Childhood and Adolescence: Strategies and
         Systems of Prevention and Intervention
    HP 720: Risk and Resilience in the Psycho-Social Development of Men and Boys

Supervision of Clinical Work at UW-Madison

Provision of Supervision to Pre-Practicum students   8/2016-6/2018
Provided individual supervision (above and beyond class duties) for 8 masters students in Counseling Psychology and Rehabilitation Counseling.

Provision of Supervision to students in
The Early Childhood Practicum courses (CI 363 & CI 373)   9/2012 – 6/2014
Provided individual and group supervision to undergraduate students in the Early Childhood Educational program; developed, implemented, and provided on-going support for school-based mentoring placements.

SERVICE ACTIVITIES

PUBLIC SERVICE (From 2012- current)

Founder/Director- The BASES Project   8/2014-current
Developing and launching BASES (Building Academic, Social, and Emotional Supports for Young Children Experiencing Homelessness) has been the centerpiece of my service work during the previous four years. The overall goals of the BASES Project are to increase school-based and other educational supports for young children experiencing homelessness in Madison and build the capacity of schools, teachers, and families to better meet the needs of these students. During this time, BASES has provided over 4000 hours of direct student support in MMSD classrooms. These hours have been completed by over 150 UW-student mentors who spend 1-3 hours per week for 8 months working in four MMSD school sites- and two community-based 4K Sites. Together, these mentors have provided direct one-on-one mentoring support to 175+ children in grades PK-2 who are experiencing homelessness. In addition to leading implementation of the mentoring program, I have provided on-going training and mentoring for more than 100 educators and school administrators in partner sites, and facilitated additional one-time trainings on school-based support for homeless children to an additional 300+ educators in the local region over the past four years.

Member, Madison Early Childhood Homelessness Task Force   11/2015-current
Attend monthly meetings to develop a coordinated plan for responding to the needs of homeless children in the Madison community. Contributed to community needs assessment and analysis of data. Assist in coordinating semi-annual events about the concerns of young homeless children. Helped develop an agenda for these sessions, plan speakers, and coordinate event. Provided two ninety minute sessions to educate teachers, school staff, mental health professionals, and community members.

Pro-Bono Mental Health Consultation   2/2013 -current
Provided on-going consultation (1-3 hours per week) to the MMSD Transition Education Program, REACH Dane Head Start, Park Street Head Start, Red Arrow Head Start, Sandburg

Elementary, and Lapham Elementary on providing academic, social-emotional, and behavioral support for young children experiencing trauma and/or homelessness. Consulted with clinical staff on developing treatment plans and family-level interventions.

Dane County Parent Council Advisory Board   **2013- 2017**
Attend quarterly meetings; Provide oversight and consultation on development and evaluation of program model

Alexandria Citywide Playgroup Initiative Advisory Board   **8/2012-6/2015**
Attend quarterly meetings; Provide oversight and consultation on development and evaluation of program model; Chair evaluation sub-committee

Advisory Board, Center for Health and Health Care in Schools   **6/2012-8/2014**
Attend quarterly meetings; Provide oversight and consultation on development and evaluation of program model; Assist with development of policy recommendations. Funded by the Robert W. Johnson Foundation.

National Board of Regents, The Point Foundation   **10/2010-10/2013**
The Point Foundation is the only national scholarship organization focused on supporting LBGT students. Attend quarterly meetings; Provide oversight and consultation on development and evaluation of program model; Co-chair scholar support and alumni development sub-committees

Community Presentations and Trainings
WI CESA Conference	5/2018
Madison Homeless Educators Network	5/2018
UW School of Education- Board of Visitors	4/2018
Lapham Elementary	4/2018
Madison Education Partnership Symposium	4/2018
Lapham Elementary	3/2018
Madison Metropolitan School District	2/2018
United Way of Dane County	2/2018
River Valley High School	9/2017
Sandburg Elementary	8/2017
The Playing Field	7/2017
Hegel Elementary	5/2017
Madison Early Childhood Homeless Work Group	5/2017
Center for Families	5/2017
Reach Dane	4/2017
Hawthorne Elementary	4/2017
MMSD Professional Development Course	4/2017
Stonebrook Montessori	4/2017
Community Coordinated Child Care	1/2017
Urban Montessori Coalition	10/2016
The Family Center	10/2016
Dane County Parent Council	10/2016

River Valley High School	9/2016
Sandburg Elementary	10/2016
Counseling Psychology Student Diversity Committee	10/2016
UW-Whitewater	2/2016
Kennedy Elementary	3/2016
Lapham Elementary	8/2015
Stevens Elementary	8/2015
Washington DC Public Schools	6/2015
Friendship Public Charter Schools	4/2015
New Homes Program	3/2015
Montessori Community Collaborative	1/2015
Madison Metropolitan School District	8/2014
UW-Whitewater	4/2014
UW-Madison Student Volunteer Organization	3/2014
Park Street Head Start	2/2014
Red Arrow Head Start	11/2013
MMD Transition Education Program	4/2013

PROFESSIONAL SERVICE

Research in Review Editor
Young Children   10/2012 - current

Editorial Board
Contemporary Issues in Early Childhood Education   9/2013 – current

Ad Hoc Reviewer: Journal of Educational Research, Journal of Teacher Education, Science Education, Teachers College Press, Routledge Publishers, SAGE Publishing

Leadership in Professional Organizations

Co-Chair of Section III, Conference Program Committee   4/2013 – 5/2015
AERA Division B (Curriculum Studies)
Junior Representative- Executive Committee   4/2012-5/2014
AERA Childhood Education and Child Development SIG

Chair, AERA Travel Awards Committee   4/2013-5/2014
AERA Childhood Education and Child Development SIG

Chair, Dissertation of the Year Awards Committee   4/2012-5/2013
AERA Childhood Education and Child Development SIG

Conference Committee, LBGT Interest Group   1/2010-2/2014
National Association for the Education of Young Children

Conference Proposal Reviewer   7/2008- current
AERA Early Childhood Education and Child Development SIG
AERA Critical Perspectives on Early Childhood Education SIG
AERA Qualitative Research Methods SIG

Membership in Professional Organizations
American Educational Research Association (AERA)
      Division B- Curriculum Studies
      Division G- Social Context of Education
      Early Childhood Education and Child Development SIG
      Critical Perspectives on Early Childhood Education SIG
      Qualitative Research Methods SIG
      Narrative Research Methods SIG
National Association for the Education of Young Children (NAEYC)
      LBGT Interest Group
      Men's Interest Group
National Head Start Association

UNIVERSITY SERVICE

University Committee
Wisconsin Idea Fellowship Selection Committee   2/2018-5/2018
Faculty Senate   8/2012-6/2014
Faculty Senate (alternate)   6/2014- 6/2015
UW Closing the Gap Working Group   6/2013-6/2014

School of Education Committee
Executive Committee, Qualitative Research Group   1/2013- current
Coordinating Council for Professional Educators   1/2017- current
UW/WCER Junior Faculty Speaker Series   1/2014-6/2016

Departmental Committee
Masters Training Committee   8/2015 – current
Masters Admissions Committee   8/2015- current
C&I Early Childhood Education Committee   8/2012- current
C&I Elementary Education Committee   8/2012- 8/2015
C&I Early Childhood Education Admissions Committee   8/2012- 8/2015
C&I Student Awards Committee   8/2014- 8/2015
C&I Credit Production Committee   8/2013- 8/2015
C&I Student Awards Committee   8/2014- 8/2015
C&I Cooperating Teacher Orientation Committee   8/2012- 8/2015
C&I Tenure Guidelines Committee   8/2013- 8/2014
C&I Cohort Leader, ECE-ESL Education Program   8/2012- 8/2014
C&I Cohort Leader Coordination Committee   8/2012-8/2014

Doctoral Dissertation Committees
Debra Bright-Harris (The George Washington University; Chair, Defended)
Mary Vanderlinden (The George Washington University; Chair, Defended)
Valaida Wise (The George Washington University; Chair, Defended)
Julie Jones (The George Washington University; Chair, Defended)
Alyson Williams (The George Washington University; Chair, Defended)
Marnieta Chapman (The George Washington University; Defended)
Katherine Kimes (The George Washington University; Defended)
Marie Ternieden (The George Washington University; Defended)
Amy Simonsen (The George Washington University; Defended)
Amanda Corbin-Straton (The George Washington University; Defended)
Christine Magee (The George Washington University; Defended)
Jim Burns (The George Washington University; Defended)
Jocelyn Drakeford (The George Washington University; Defended)
Marcia Jackson (The George Washington University; Defended)
Laura Liu (The George Washington University; Defended)
Ladan Rahnema (The George Washington University; Defended)
Mariola Rosser (The George Washington University; Defended)
Sharon O'Neill (The George Washington University; Defended)
Penny Shultz (The George Washington University; Defended)
Emily Morrison (The George Washington University; Defended)
Linda Hunt (The George Washington University; Defended)
Catheeja Ismaeli (The George Washington University; Defended)
Sharon Blumenthal (The George Washington University; Defended)
Lorelei Emma (The George Washington University; Defended)
Joelle Lastica (The George Washington University; Defended)
Mayri Sagadi-Lesly (The George Washington University; Defended)
Bridget Belknap (The George Washington University; Defended)
Katherine Delaney (University of Wisconsin-Madison; Defended)
Erica Johnson (University of Wisconsin-Madison; Defended)
Lea Samartino (University of Wisconsin-Madison; Defended)
Ann Karabon (University of Wisconsin-Madison; Defended)
Kristin Whyte (University of Wisconsin-Madison; Defended)
Amy Welsh (University of Wisconsin-Madison; Defended)
Patricia Venegas (University of Wisconsin-Madison; Defended)
Deniece Dortch (University of Wisconsin-Madison; Defended)
Erin Quast (University of Wisconsin-Madison; Defended)
Arellys Aguinaga (University of Wisconsin-Madison; Defended)
Christo Raines (University of Wisconsin-Madison; Proposed)
Julia Benjamin (University of Wisconsin-Madison; Defended)
Elizabeth Martinez (University of Wisconsin-Madison; Proposed

Master Thesis Committees
Young Min Kim (University of Wisconsin-Madison; Defended
Kerrie Fanning (University of Wisconsin-Madison; Defended