

Travis Wright

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Education

Harvard University- Graduate School of Education

Doctorate of Education (Ed.D), June 2006

Concentration: Human Development and Psychology

Dissertation: *Making It vs. Satisfaction: Well-Being and the Lives of Women Raising Young Children in Poverty*

Certificate of Advanced Study (CAS), June 2006

Emphasizing: School Adjustment and Mental Health Counseling, Risk and Prevention Program (Early Childhood Track)

Master of Education (Ed.M), June 2002

Emphasizing: Human Development and Psychology

University of Tennessee, Knoxville

Bachelor of Arts (B.A.) in College Scholars- *Summa Cum Laude*, May 1998

Emphasizing: Community: Identity, Development and Change

Honors Thesis: *"Bedwetting, Hairy Legs, and the Miracle Boy: Tales from Inside a Childhood"*

Professional Licensure

Licensed Professional Counselor (LPC), Wisconsin

Honors and Awards

- *The Beiber Invited Lecture on Education*- Bank Street College (2016)
- *The Mithoff Family Invited Lecture on Early Childhood Education*- University of Texas, Austin (2014)
- *Early Career Award- Early Childhood Education and Child Development Research SIG*, American Educational Research Association (2011)
- *Martin Luther King, Jr. Award for Leadership and Service*- The George Washington University (2013)
- *Honored for Distinguished Achievement in Storytelling*, Speakeasy DC (2010)
- *USA Today Academic All-American First Team* (1998)
- *University of Tennessee Torchbearer*- Highest Honor Awarded at University (1998)
- *Vic Davis Award for Outstanding Campus Leadership*- UTK (1998)
- *Phi Beta Kappa* (1997)

- *National New Generation Leadership Award- Youth Service America (1996)*
- *Tennessee Higher Education Commission Community Service Award (1994)*
- *General Motors Volunteer Spirit Award (1994)*

Fellowships

- *Public Policy Scholar- George Washington University Institute of Public Policy (2011)*
- *Research Merit Fellowship- George Washington University Graduate School of Education, Research Enhancement Initiative (2011)*
- *Doctoral Research Grant- Harvard University Mind, Brain, Behavior Initiative (2005)*
- *Dissertation Fellowship- Harvard Graduate School of Education (2005)*
- *Public Service Fellowship- Harvard University Open Gate Foundation (2003)*
- *Faculty Merit Fellowship- Harvard Graduate School of Education (2003)*
- *National Point Scholar- The Point Foundation (2003)*
- *Gender Studies Fellowship- Harvard Graduate School of Education (2003)*
- *Rhodes Scholarship-Semi-finalist, The Rhodes Trust (1998)*
- *National Truman Scholarship- Harry S. Truman Scholarship Foundation (1997)*
- *Normandy Scholar, France- Franco-American Normandy Scholar Foundation (1997)*
- *National Coca-Cola Scholar, Coca-Cola Scholarship Foundation (1993)*
- *Whittle Scholar- Highest Scholarship Awarded to University of Tennessee (1993)*

Professional Experience

University of Wisconsin-Madison

Madison, WI (August 2016-)

Assistant Professor of Counseling and Early Childhood Education, Department of Counseling Psychology- Tenure Track;

- *Contribute to the Counseling Psychology and Early Childhood Education Programs through implementation of a distinguished program of research focused primarily on 1) better understanding resilience in the lives of young children and their families developing in the context of poverty, trauma, and other forms of toxic stress; 2) elucidating how these young children experience school and build relationships with teachers and peers; and 3) strengthening the capacity of schools and other early learning environments to engage and support children and families experiencing adversity.*
- *Teach undergraduate and graduate-level courses on early childhood education, child development, and research methodology.*
- *Supervise advanced graduate students in completing dissertation research.*

District of Columbia Public Schools

Washington, DC (August, 2015-August, 2016)

Deputy Chief, Early Childhood Education

- Responsible for oversight of all early childhood education programs in DCPS, including implementation of Head Start Schoolwide Model, direction for all curriculum and educational programming for 3,4, and 5 year-olds, and overseeing Early Stages, the District's early identification and assessment system.

University of Wisconsin-Madison

Madison, WI (August 2012-2016)

Assistant Professor of Early Childhood Education, Department of Curriculum and Instruction- Tenure Track;

- Contribute to the Early Childhood Education Program and the Multicultural Education, Teacher Preparation, and Childhood Studies Area through implementation of a distinguished program of research focused primarily on 1) better understanding resilience in the lives of young children and their families developing in the context of poverty, trauma, and other forms of toxic stress; 2) elucidating how these young children experience school and build relationships with teachers and peers; and 3) strengthening the capacity of schools and other early learning environments to engage and support children and families experiencing adversity.
- Teach undergraduate and graduate-level courses on early childhood education, child development, and research methodology.
- Supervise advanced graduate students in completing dissertation research.

The George Washington University (GWU)/ The George Washington University Graduate School of Education and Human Development (GSEHD)

Washington, DC (June 2009-June 2012)

Founding Director, The GWU Resilience Project

- Founding director of university-wide, multidisciplinary faculty and graduate student working group/research center focused on mapping the relationship between risk and resilience in the lives of young children and families navigating the demands of high poverty urban environments. We are presently pursuing formal GWU Research Center status. Initial funding has been provided by GSEHD.
- Convene faculty from Education, Public Health, Psychology, Medicine, Sociology, and Public Policy to develop cutting edge theoretical frameworks, policy recommendations, and direct interventions that positively impact children, families, schools, and communities.
- Responsibilities include: Vision and oversight for all project initiatives; Catalyze research and publication efforts; Foster research collaboration with local and national partners; Grant writing and proposal development; Convene the Executive Committee for monthly working group meetings; Implement graduate student research fellows program; Budget oversight and budgeting; Supervise graduate research assistants; Program Chair, Annual GWU Resilience Conference; Develop GWU Summer Institute on Risk and Resilience in Urban Schools and Communities.

George Washington University Graduate School of Education and Human Development
Washington, DC (June 2007-June 2012)

Assistant Professor of Educational Research- Tenure Track

- Conduct research focused primarily on 1) better understanding resilience in the lives of young children and their families developing in the context of poverty, trauma, and other forms of toxic stress; 2) elucidating how young children, teachers, and parents experience high-poverty, urban schools; and 3) strengthening the capacity of urban preschools, public schools, and other early learning environments to engage and support children and families most at-risk for negative outcomes.
- Teach graduate-level courses on qualitative research design, methodology, and analysis.
- Supervise advanced graduate students in completing dissertation research.
- Consult with faculty and students on research design and methodology.

George Washington University Graduate School of Education and Human Development
Washington, DC (August 2006-May 2007)

Visiting Assistant Professor of Education

- Teach graduate-level courses on qualitative research design, methodology, and analysis for students across the Graduate School of Education and Human Development.
- Consult with faculty and students on research design and methodology.
- Conduct applied/ independent research to develop pro-family interventions for supporting women raising young children in poverty.

Boston Children's Hospital Neighborhood Partnership/ John Marshall Elementary School
Dorchester, MA (September 2005 – June 2006)

Mental Health Counselor

- Provide mental health services to children and families in a Pre-K to 5th grade under-resourced elementary school. Consult with teachers and school administrators to improve student performance and classroom management.

Harvard University Graduate School of Education

Cambridge, MA (January 2003- June 2006)

Research Director: Developmental Pathways Project

- Coordinate data collection for longitudinal research project examining the impact of poverty and maltreatment on the developmental pathways of young children and their families, including recruitment of participants and administration of quantitative measures and semi-structured interviews
- Supervise activities and training of nine research assistants, including data collection, management, and analysis
- Collaborate with faculty principal investigator and project staff to analyze data, secure funding, and coordinate writing and publication of research findings

Harvard University/ Ruggles-Gilday Early Childhood Educational Center
Cambridge, MA (August 2004- June 2005)

Site Coordinator: Practicum Experience in Risk and Prevention

- Supervise and instruct clinical interns on therapeutic intervention, childhood assessments, clinical measures, and class-based prevention/ remediation strategies.
- Provide clinical consultation to classroom teachers and clinical staff.

Harvard College- Office of the Dean

Cambridge, MA (August 2004- June 2005)

Director, Bisexual, Gay, Lesbian, and Transgender (BGLT) Advising

- Supervise activities of 26 residential BGLT advisors
- University Ombudsman for BGLT concerns
- Supervise, organize, and facilitate training and program development focused on supporting Harvard University's BGLT community

Harvard College- Freshmen Dean's Office

Cambridge, MA (September 2003- June 2005)

First-Year Proctor/ Board of Freshmen Advisors

- Residential academic advisor for approximately 22 first-year students annually
- Provide counseling, support, and supervision for an entry of approximately 30 first-year students
- Collaborate with other proctors and staff of Freshmen Dean's office to plan programs and activities for first-year students

Massachusetts Institute of Technology

Cambridge, MA (September 2002- June 2002; September 2002-June 2004)

Program Director, Lesbian, Bisexual, Gay, and Transgender@MIT

- Supervised and supported all activities for lesbian, bisexual, gay, and transgender members of the MIT community. Instrumental in founding an LBGT Resource Center, developing counseling and support groups for students, and building relationships among various campus groups and organizations.

Washington, D.C. Public Schools

Washington, D.C. (August 2000- September 2001)

Teacher, Gage-Eckington Elementary School

- Develop and implement classroom instructional program for 21 sixth grade students, nine of whom were identified as special needs students and 18 of whom were below basic in at least one subject.
- Monitor student progress toward educational goals, create documentation systems and assessment rubrics, plan and supervise extracurricular activities.

Points of Light Foundation

Washington, D.C. (February 1999 – August 2000)

Manager, Youth and Education Outreach

- Develop strategies and infrastructure for state-level organizations to engage young people in community problem solving.
- Direct program strategic planning and budgeting; recruit and select YES Ambassadors; implement national training programs; develop and maintain program documentation and evaluation systems; administrative functions; and integrate program into other organization initiatives. Supervised 12 people nationwide.

Eagle Rock School and Professional Development Center

Estes Park, Colorado (August 1998 – February 1999)

Social Science/ Service Learning Teacher

- Develop and implement service-learning curriculum for 70+ high school students.
- Facilitate and supervise on-campus and off-campus service programs.
- Assist with development of assessment rubrics and curriculum standards.
- Deliver classroom instruction, supervise students, and plan extracurricular activities.

Tennessee Commission on National and Community Service

Knoxville, TN (October 1994 – October 1995)

YES Ambassador / Manager, Youth Outreach Department

- Advance community service and youth development opportunities on the local, state and national levels.
- Work with government officials, educators, community-based organizations and young people to provide training and develop organizational skills.
- Recruit, staff, and train a 65-member youth action council.
- Organize, supervise, and provide primary training at the inaugural Tennessee Youth Service Institute.

University Students Helping Elementary Schools Reach Success

Knoxville, TN (September 1993 – May 1998)

Founder/ Coordinator

- Recruit, train, and supervise over 30 volunteers to implement a weekly education program serving 800+ students in two elementary schools.

Grants

Principal Investigator- *Building Academic, Social, and Emotional Supports for Young Homeless Children.* To: UW-Madison Graduate School Research Funding Competition. Total Request: \$36,675. Funded (Start Date: June 2015)

Principal Investigator- *The BASES (Building Academic, Social, and Emotional Supports) for Young Homeless Children.* To: UW-Madison Reilly Baldwin Wisconsin Idea Endowment. Total Request: \$118,723. Funded. (Start Date: August 2014).

Principal Investigator- *Determining How Homeless African-American Preschoolers and Their Teachers Perceive Relationships with Each Other.* To: UW-Madison Graduate School Research Funding Competition. Total Request: \$37,032. Funded. (Start Date: June 2013)

Co-Investigator- *Using Exergaming to Promote Physical Activity in Urban Pre-Schoolers.* In collaboration with Dr. Karen McDonnell (Principal Investigator) to: R21 to National Institute of Health (NIH). Total request: \$58,760. Funded. (Start Date: September 2011)

Principal Investigator- *GSEHD Selective Excellence Incubator Grant: Pathways to Success: Developing Research for Selective Excellence in Risk, Resilience, and Urban Leadership.* Co-Investigators: Dr. Brian Casemore, Dept. of Teacher Preparation, Drs. Karen McDonnell and Olga Acosta-Price, GWU School of Public Health, and Dr. Sharon Lambert, Columbian College-Psychology Department. Requested: \$15,000 annually for 3 years. Total: \$45,000. Funded. (Grant Period: September 2009-June 2012)

Co-Principal Investigator- *Alexandria Citywide Playgroup Initiative (ACPI): Supporting Culturally-Diverse Immigrant and Non-Immigrant Families with Young Children.* Co-Principal Investigator: Dr. Karen McDonnell. Submitted to The Women's Giving Circle of Alexandria. Total request: \$20,000. Funded. (Start Date: Summer 2011)

Principal Investigator- *The Impact of Preschool on Resilient Functioning in Maltreated Children.* Mentored Career Development Award under the direction of Drs. Jill Joseph and Karen McDonnell to: K01 National Institutes of Health/ Eunice Kennedy Shriver Institute for Child Health and Human Development (NICHD). Total request: \$770,980. Non-Funded. Revisions in Process. (Submitted February 2011)

Co-Principal Investigator- *Raising Young Black Boys in Urban Poverty: Maternal Perceptions of Masculinity.* Department of Educational Leadership Research Initiative Grant. Co-PI: Dr. Lionel Howard. Total request: \$4000. Funded. (Start Date: Fall 2010)

Principal Investigator- *Stopping Traffic: Risk and Resilience in the Lives of Adolescents Navigating Commercial Sexual Exploitation.* George Washington University Facilitating Funds Competition. Requested: \$15,362. Non-funded. (Submitted Spring 2010)

Peer-Reviewed Publications

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

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

Wright, T. (2011). Countering the politics of class, race, gender, and geography in early childhood education. *Educational Policy*, 25(1), pp. 240-261.

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

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

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)

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.

Wright, T. (2013). '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

Wright, T. (2014). Too scared to learn: Teaching young children who have experienced trauma. *Young Children*, 69(5), 88-93.

Wright, T. (in press). On coming out in practicum: An autoethnography of (non)disclosure. *Journal of Early Childhood Teacher Education*.

Wright, T. (submitted). Contested masculinities in the toddler room: The risk and resilience of relationship. *Contemporary Issues in Early Childhood Education*.

Wright, T. (submitted). Changing through relating: The transformation of pre-service teachers' perceptions of young homeless children. *Journal of Teacher Education*.

Book Chapters

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.

Wright, T. (2013). 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.

Wright, T. (2013). 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.

Wright, T. (2014). 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.

Wright, T., Boonstra, K., & Nankin, I. (in press). The politics of class, race, gender, and geography in early childhood education. In Jones, T. and Minor, J. Race and Educational Policy. Southern Education Foundation.

Wright, T. & Blair, E.L. (in press). Narrative inquiry in early childhood education: Pursuing the promise. In David, T., Powell, S., and Gooch, K. (Eds). International Handbook of Early Childhood Education. Routledge.

Other Publications

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.

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

Wright, T. (2012). “A Conversation with Dr. Travis Wright.” *Teaching Young Children*, 5(4), pp. 27-29.

Wright, T. (2013). “I keep me safe.” Risk and resilience in children with messy lives. *Phi Delta Kappan*, 95(2), 39-43.

Manuscripts in Preparation

Wright, T. (in progress). Constructing the homeless child. *Journal of Contemporary Issues in Early Childhood*

Wright T. (in progress). Teaching young children who have experienced homelessness. *Review of Educational Research*.

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

Wright. T. (in progress). Social emotional teaching: A new paradigm for fostering student development and educational achievement. *Teachers College Record or Educational Researcher*.

Wright, T. (in progress). Methodological considerations in researching the lives of children navigating challenging circumstances. *Educational Researcher*.

Wright, T. (in preparation). Beyond Better Than Expected Outcomes: Reframing Resilience for Children with Messy Lives. Columbia University- *Teachers College Press*.

Peer-Reviewed Conference Presentations

- April 2014 **American Educational Research Association Annual Meeting
Philadelphia, PA**
- *Abstract Title: Contested Masculinities in the Toddler Classroom*
Travis Wright
- November 2013 **National Association for the Education of Young Children
Washington, DC**
- *Abstract Title: Teaching from Hope: Reframing Resilience for Young Children with Messy Lives.*
Travis Wright
- April 2013 **American Educational Research Association Annual Meeting
San Francisco, CA**
- *Abstract Title: Rethinking Resilience for Maltreated Children in the Preschool Environment*
Travis Wright
 - *Abstract Title: Messy Lives: Critical Perspectives on Resilience for Young Children Navigating the Demands of Challenging Environments.*
Travis Wright
 - *Abstract Title: Teachers' Beliefs Related to Physical Activity Play in the Preschool Setting.*
Lorelei Emma, Travis Wright, and Karin Spencer
- November 2012 **International Reconceptualizing Early Childhood Conference
State College, PA**
- *Abstract Title: Contested Masculinities In The Toddler Room: The Risk (And Resilience) Of Relationship.*
Travis Wright
- November 2012 **National Association for the Education of Young Children
Washington, DC**
- *Abstract Title: Teaching from Hope: Reframing Resilience for Young Children with Messy Lives.*
Travis Wright
- April 2012 **American Educational Research Association Annual Meeting**

- Vancouver, BC**
- *Abstract Title: Jesus, Dolly Parton, and Solid Gold: Risk and Resilience in a Southern Gay Childhood*
Travis Wright
- October 2011 **International Reconceptualizing Early Childhood Conference
London, England**
- *Abstract Title: Messy Lives: Supporting Young Children in Navigating the Demands of Challenging Environments*
Travis Wright
- June 2011 **Society for Prevention Research Annual Conference
Washington, DC**
- *Abstract Title: Social Dimensions of Urban Environments: Understanding Risk and Protection to Inform Prevention/ Impact of Low-Income Mothers' Social Support Networks on Parenting and Self-Efficacy.*
Travis Wright
- April 2011 **American Educational Research Association Annual Meeting
New Orleans, LA**
- *Abstract Title: The Politics of Race, Class, Gender, and Geography in Early Childhood Education.*
Travis Wright
 - *Abstract Title: Goddess: A Portrait of Risk and Resilience in Early Childhood.*
Travis Wright
- May 2010 **Urban Institute- Stepping Stones Policy Briefing
Washington, DC**
- *Abstract Title: How Women Raising Young Children In Low-Income Environments Think About Their Own Success.*
Travis Wright
- April 2010 **American Educational Research Association
Denver, CO**
- *Abstract Title: Risk and Resilience in the Social Ecologies of Women Raising Young Children in Urban Poverty.*
Travis Wright
 - *Abstract Title: Confronting the Pre-School Closet: An In-Depth Case Study of One Teacher's Experiences.*
Travis Wright
- February 2010 **George Washington University Student Research Conference
Washington, DC**

- *Abstract Title: On Becoming Communities: Teachers Reflective Narratives of Teachers Creating Communities.*
Mila Clark, Doran Goldstein, and Travis Wright
- *Abstract Title: Qualitative Research for Social and Policy Change.*
Travis Wright

November 2009

**National Association for the Education of Young Children
Washington, DC**

- *Abstract Title: Culture's Influence on Play of Latino Children.*
Lorelei Emma, Marian Jarrett, and Travis Wright
- *Abstract Title: Working with Families Using a Competency-Based Model: How Respectful Relationships Impact the Parent-Child Bond and Identity Formation*
Travis Wright and Patty Ryan

May 2009

International Congress of Qualitative Inquiry

Champaign-Urbana, IL

- *Abstract Title: "Just a Thang": The Relational Lives of 17 Women Raising Children in an Urban Housing Development*
Travis Wright
- *Abstract Title: Matters of Interpretation: Teaching a Hermeneutic Approach for Researching Practice*
Travis Wright, James Burns, Joelle Lastica, and Michele Lombard

April 2009

American Educational Research Association Annual Conference

San Diego, CA

- *Abstract Title: Risk and Resilience in the Gay South: Examining the Intersection of Faith, Religion, and Sexuality*
Travis Wright
- *Abstract Title: Symbolizing Contested and Changing Teacher Identities: On the Autobiographical Demands of Teacher Education*
Brian Casemore and Travis Wright
- *Abstract Title: Discursive Formations and the Social Studies Curriculum: Collective Subjectivity, Control, and Normalization*
James Burns and Travis Wright

March 2009

Bergamo Conference/ Journal of Curriculum Theorizing

Dayton, OH

- *Abstract Title: The Autobiographic Demands of Place: Confronting the South*
Travis Wright

March 2008

American Educational Research Association Annual Conference

New York, New York

- *Abstract Title: “Making It” vs. Satisfaction: Well-Being and the Lives of Women Raising Young Children in Poverty.*
Travis Wright
- *Abstract Title: The Rush Towards Universal Public Pre-K: Is it Research-based or Political Spectacle?*
Travis Wright and Carolyn Brown
- *Abstract Title: Deriving Meaning from Community Service Learning: Education, Community, and Democracy.*
Jim Burns and Travis Wright

March 2008

American Association for the Advancement of Curriculum Studies

New York, New York

- *Abstract Title: Tell Me Lies, Confronting the Pre-School Closet*
Travis Wright

February 2008

George Washington University Student Research Conference

Washington, DC

- *Abstract Title: Knowing Places: Narrating School as Place*
Travis Wright

April 2005

Society for Research in Child Development Biennial Meeting

Atlanta, Georgia

- *Abstract Title: The Impact of Different Types and Combinations of Abuse on the Developmental Pathways of Young Adolescent Girls*
Travis Wright, Catherine Ayoub, Kyung-Wha Hong

April 2004

American Educational Research Association Annual Conference

San Diego, California

- *Abstract Title: Maltreated Adolescent Girls: Exploring the Differences in Their Self-Perceptions and Psychiatric Diagnoses*
Kyung-Wha Hong, Catherine Ayoub, Travis Wright (Harvard University)

March 2004

Society for Research in Adolescence Annual Meeting

Baltimore, Maryland

- *Abstract Title: Exploring the Cognitive, Relational, and Social Impacts of Maltreatment in the Lives of Sexually Abused Adolescent Girls*
Catherine Ayoub, Kurt Fischer, Gil Noam, Travis Wright, Kyung-Wha Hong (Harvard University)

February 2003

Harvard University Student Research Conference

Cambridge, Massachusetts

- *Abstract Title: Exploring the Relational Lives of Five Gay Men*

Travis Wright (Harvard University)

- February 2002 **Harvard University Student Research Conference**
Cambridge, Massachusetts
- *Abstract Title: The Role of Close Relationships in the Lives of Suicidal Adolescents*
Lisa Machoian, Travis Wright (Harvard University)

Keynotes and Invited Addresses

- 2015 National Association of Elementary School Principals National Conference-
Invited Address. (Long Beach, CA)
- 2014 Canterbury Christ Church University- Keynote Address, UK National Baby
Room Conference. (Canterbury, UK)
- Invited Address, University of Texas-Austin. Teaching Young Children
Developing in the Mist of Trauma. (Austin, TX)
- Keynote Address, The Children Together Conference (Alexandria, VA)
- 2013 National Association for the Education of Young Children Annual Meeting.
Invited Panelist- Presidential Session. Tackling the Opportunity Gap for Young
Children. (Washington, DC)
- Invited Lecture, Symposium on Early Childhood Special Education. The GWU
Graduate School of Education and Human Development. (Washington, DC)
- 2011 The Race to Nowhere. Invited Panelist: Community Forum Hosted by Dean
Michael Feuer, The GWU Graduate School of Education and Human
Development. (Washington, DC)
- Guiding and Supporting Families in the Twenty-First Century. Keynote Address:
GWU Special Education Summer Institute. (Washington, DC)
- Teaching for Change. Keynote Address: National Youth Leadership Conference
(Washington, DC).
- 2010 Fostering the Resilience of Young Children and Families Living in Poverty.
Invited Lecture: GWU Special Education Summer Institute.
- Meeting the Challenge: Teaching in Urban Environments. Invited lecture:
National Youth Leadership Conference (Washington, DC).
- Making it vs. Satisfaction: Risk and Resilience in the Lives of Women Raising
Young Children in Poverty. Invited lecture: Washington Area Women's
Foundation (Washington, DC).

Teaching from Fear. Invited address: Friendship Public Charter Schools Staff Development Series. (Washington, DC)

2009 Understanding Alternative Pathways to Development. Invited lecture presented to: DC Council for Exceptional Children Membership Meeting

Supporting Preschoolers in Poverty. Invited Lecture: DC AppleTree Learning Institute.

2008 Fostering Friendship Among Children with Special Needs. Invited Lecture: The River School (Washington, DC)

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, February 16

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, April 23.

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, October 1.

Youth Development, Social Policy, and Civic Engagement. Keynote address presented at the New Hampshire Statewide AmeriCorps Statewide Conference. October 24.

Courses Taught

Instructor: Introduction to Early Childhood Education (CI 660), University of Wisconsin-Madison (Fall 2012, Fall 2013, Fall 2014)

Instructor: Reframing Resilience* (CI 975), University of Wisconsin- Madison (Spring 2013)

Instructor*: Phenomenological Research Methodology (CI 975), University of Wisconsin-Madison (Fall 2014)

Instructor: Introduction to Qualitative Research Methods (CI 719) University of Wisconsin-Madison (Spring 2014; Summer 2014)

Instructor*: Introduction of Qualitative Research Methods (C&I 719), University of Wisconsin-Madison (Fall 2013)

Instructor*: Advanced Topics in Qualitative Research: Data Collection, Analysis, and Representation (EDUC 220), George Washington University Graduate School of Education and Human Development (Fall 2008; Fall 2009; Fall 2010; Fall 2011)

Instructor*: Introduction of Qualitative Research Methods (EDUC 307), George Washington University Graduate School of Education and Human Development (Fall 2006, Spring 2007, Summer 2007, Fall 2008; Spring 2009; Fall 2009; Spring 2010; Summer 2010; Fall 2010; Spring 2011; Fall 2011)

Instructor*: Counseling Women and Children in Poverty; Johns Hopkins University Graduate School of Education- Summer Seminar Series (Summer 2011)

Instructor*: Phenomenological Research Methodology (EDUC 326), George Washington University Graduate School of Education and Human Development (Fall 2007, Fall 2008; Spring 2010; Spring 2011)

Instructor: Case Study Research in Education (EDUC 332), George Washington University Graduate School of Education and Human Development (Fall 2006, Spring 2007)

Instructor*: Ethnographic Research in Education (EDUC 324), George Washington University Graduate School of Education and Human Development (Fall 2006)

Instructor: Introduction to Educational Research (EDUC 295), George Washington University Graduate School of Education and Human Development (Fall 2006, Spring 2007)

Instructor*: Group Counseling Theory and Practice, Argosy University/ Washington, DC School of Professional Psychology (Summer 2006; Spring 2007; Summer 2007)

Instructor: Childhood Practicum: Developmental Interventions for Children in School and Community Settings, Harvard Graduate School of Education. Co-Instructors: Caroline Watts and Jackie Zeller (Year-Long 2005-2006.)

Instructor: Research Experience in Risk and Prevention: Childhood Focus, Harvard Graduate School of Education. Professor: Catherine Ayoub (Fall 2003; Spring 2004; Fall 2004; Spring 2005)

Teaching Fellow: Adolescent Development: Psychosocial Implication for School Practice and Community Partnerships, Harvard Graduate School of Education. Professor: Michael Nakkula (Spring 2003; Spring 2004; Spring 2005; Spring 2006)

Teaching Fellow: The Nature of Childhood Trauma: Implications for Differences in Development, Biology, and Psychopathology across the Life Span. Professor: Catherine Ayoub (Fall 2004).

Teaching Fellow: Risk and Resilience Across Childhood and Adolescence: Strategies

and Systems of Prevention and Intervention, Harvard Graduate School of Education.
Professors: Catherine Ayoub and Michael Nakkula (Fall 2003)

Teaching Fellow: Risk and Resilience in the Psycho-Social Development of Men and Boys, Harvard Graduate School of Education. Professor: Lisa Machoian (Fall 2002)

** Developed and/or significantly re-designed course*

Students Mentored

Dissertation Chair

Debra Bright-Harris (2010); Mary Vanderlinden (2011); Valaida Wise (2011); Julie Jones (2012); Alyson Williams (2012); Kathryn Boonstra (in progress); Junzi Huang (in progress)

Dissertation Committee

2009 Graduates- Marnieta Chapman, Katherine Kimes, Marie Ternieden, Amy Simonsen

2010 Graduates- Amanda Corbin-Straton, Christine Magee

2011 Graduates- Jim Burns, Jocelyn Drakeford, Marcia Jackson, Laura Liu, Ladan Rahnema, Mariola Rosser, Sharon O'Neill, Penny Schultz, Emily Morrison, Linda Hunt, Catheeja Ismaeli

2012 Graduates- Sharon Blumenthal, Lorelei Emma, Joelle Lastica, Mayri Sagadi-Lesly, Bridget Belknap

2013 Graduates- Katherine Delaney, Erica Johnson

2014 Graduates: Lea Samartino

In Progress: Ann Karabon, Susan Stanton, Jamila Siddiqui, Patricia Venegas

Creative Scholarship

Featured performer for Speakeasy DC (2007-2011). SpeakeasyDC, Washington's premier storytelling organization, promotes the art of autobiographical oral narrative through events, classes, consulting, and recordings.

Cast member/ co-writer of "Chocolate Jesus," a first-person narrative exploration of the influence of religion on identity development (2007; 2008). Staged for DC Fringe Festival (juried). The mission of Capital Fringe, a non-profit organization, is to connect exploratory artists with adventurous audiences by creating outlets and spaces for creative, cutting-edge, and contemporary performance in the District. Named "Best of Fringe" by the *Washington Post* and

Washington DC City Paper.

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

Academic Service Activities (Abbreviated)

National

- AERA- Division B- Curriculum Studies- Conference Program Committee, Section III Chair (2013-2015)
- AERA- Early Childhood Education and Child Development SIG- Executive Committee (2012-2014)
- AERA- Early Childhood Education and Child Development SIG- Conference Proposal Reviewer (2008-2010)
- AERA- Critical Perspectives on Early Childhood Education SIG- Conference Proposal Reviewer and Conference Session Chair (2008-2011)
- AERA- Qualitative Research Methods SIG- Conference Proposal Reviewer; Conference Session Chair (2008-2010); Dissertation Award Selection Committee (2010)
- Ad-Hoc Reviewer, *The Journal of Educational Research* (2009-present)
- Aspen Institute- ASCEND Working Group on Two-Generation Approaches to Moving Families Out of Poverty (2011-)
- Research in Review Editor, *Young Children* (2012-)
- Ad-Hoc Reviewer, *Science Education* (Fall 2012)

University

- GWU University Honors Program, Truman Scholar Selection Committee (2008-2012)
- Member, Special University-wide committee for “Why We Educate” Forum (2008-2009)
- Research Enhancement Program, Office of Vice-President for Research/ Office of Research Enhancement (2009-present)
- Senator, UW-Madison Faculty Senate (Fall 2012-Spring 2014)
- Founder, BASES Project (Fall 2014)

School

- Chair- GSEHD- Post-Masters Appeals Committee (2009-present)
- Member, GSEHD Post-Masters Appeals Committee (2008-2009)
- Chair- GSEHD- Curriculum Committee (2008-2010)
- Member, GSEHD- Curriculum Committee (2007-2008)
- Ad-Hoc Member, GSEHD Re-Structuring Committee (2008-2010)

- GSEHD School-wide Committee on Research (2008)
- Facilitated Dissertation Support Group (2008-2010)
- GSEHD NCATE Accreditation Task Force (2010-present)
- GSEHD SWAT Team- Development and National Advisory Council (2011)
- Search Committee, Early Childhood Special Education Position (2011)
- UW School of Education- Qualitative Research Steering Committee

Department

- Coordinator, Research Methods Lab and Supervise GRA (2008-present)
- Chair, Search Committee, Asst. Prof. of Research Methods (2008)
- Working with colleagues to re-write the Dissertation Outline section of the GSEHD Doctoral Student Handbook (present)
- UW C&I Credit Production Committee
- UW ECE-ESL Cohort Leader
- UW C&I Student Awards Committee

Community Service Activities (Abbreviated)

- *Governing Board*—DC Public Schools Head Start (2009-present)
- *National Board of Regents*, The Point Foundation (scholarship organization supporting LGBT students) (2010-present)
- *Member, Board of Directors*- Bright Beginnings (a preschool serving homeless children (ages 0-5) and their families in Washington, DC (2010-present)
- *Member, DC KIDS Count Advisory Board*- DC Action for Children/ Ann E. Case Foundation (2010-present)
- *Advisory Board*- FAIR Fund—International NGO focused on issues of human trafficking (2008-present)
- *Early Childhood Leadership Consultant and Early Childhood Mental Health Clinician*, Friendship Public Charter School System- Washington, DC (March 2008-June 2011)
- *Mayoral Appointment*, Washington, D.C. Mayor's Advisory Commission on Early Childhood Development (September 2007- November 2009)
- Provided feedback/consultation on the strategic planning process to executive-level administrators in Washington, DC Public Schools regarding early childhood education and family/community engagement policies (2007-present)
- Provided weekly consultation and strategic planning assistance to Friendship Public Charter Schools, the largest charter school system in the DC area. (2008-2011)
- *National Judging Panel*, PBS KIDS Go! Writing Contest (2010)
- *National Board of Directors*, Points of Light Foundation (2004-2007)

- *National Board of Directors*, Truman Scholar Alumni Association, (January 2006-March 2007)
- *Young Executive Board* , Juvenile Justice Partners (September 2002-June 2006)
- *Commissioner*, Tennessee Commission on National and Community Service (October 1995 – August 1998) (Appointed by Governor)
- *Lifelong Connection Specialist/ Affiliate*, Massachusetts Families for Kids (August 2004-June 2006)

Professional Affiliations

American Education Research Association, Member

National Association for the Education of Young Children, Member

Society for Research in Child Development, Member

American Counseling Association, Member

Society for Prevention Research, Member