
FLYNN ROSS, ED.D.

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ACADEMIC PREPARATION

- Ed.D., Curriculum and Teaching, Educational Leadership** **2000**
Teachers College, Columbia University, New York
Dissertation title: Developing Professionals: Graduates of a Professional Development School
Teacher Preparation Program. Dr. Gary Griffin, Dissertation Advisor
- Ed.M., Curriculum and Teaching, Educational Leadership** **1997**
Teachers College, Columbia University, New York
- B.A., Child Development and Education** **1992**
Tufts University, Medford, Massachusetts

ACADEMIC APPOINTMENTS

Department Chair, Teacher Education **September 2018-2022**
I led the development of the statewide Maine Teacher Residency, the Elementary Education major, and the 2 year graduate ETEP program. I advocated for five faculty positions and chaired four of the search committees. I developed the courses EDU 410/510 Creating Positive Learning Environments.

Program Coordinator **Jan., 2014-June, 2014 & Aug., 2015-2022**
Extended Teacher Education Program (ETEP), University of Southern Maine, Gorham, Maine
This leadership position was the result of reorganization in the School of Education and Human Development. It was formerly the department chair position. Responsibilities include scheduling and program coordination in collaboration with other programs, admissions, budget, program review and accreditation, and advocacy for faculty positions.

Assistant to Associate Professor **2000-Present**
Teacher Education, University of Southern Maine, Gorham, Maine
Program coordinator for the Urban Cohort of the graduate level, Extended Teacher Education Program (ETEP). Responsibilities included selection, placement, supervision, and instruction for a cohort of 20-25 students every nine months. Taught the masters' capstone action research course. Served as faculty member on department and college committees including School Peer Committee, Curriculum Committee, and Diversity Committee.

AWARDS & POSITIONS OF DISTINCTION

Principal Investigator, Maine Teacher Residency **Sept 2022-2024**

Congressionally Designated Funding earmark for \$989,032 to support state wide paid teaching internships.

State Chapter Co-coordinator **May 2016-2019**

Scholars Strategy Network, Harvard University

Research Report Advisor **Aug. 2016- Present**

Annual Indicators Report, Educate Maine

Campus Liaison **2010-2015**

Woodrow Wilson-Rockefeller Foundation Fellowship for Aspiring Teachers of Color, Facilitated the recruitment, selection, and support of high caliber undergraduate seniors to be candidates for the Fellowship. Facilitated the recruitment, admission, and placement of graduate level fellows through their teacher preparation and master's degree with awards of over \$120,000.

Chair, President's Council on Diversity **2008-2010**

Led the University of Southern Maine's President's Council on Diversity, at the request of the Provost - a university wide advisory council of faculty, staff, and students to coordinate and advocate for diversity initiatives and programs.

Diversity Scholar **2006-2008**

College of Education and Human Development, University of Southern Maine, Gorham, Maine Facilitated the college Multicultural Learning Collaborative, diversity plan, workshops and events for faculty and staff development.

OTHER PROFESSIONAL EMPLOYMENT

School Director **Summer, 2001**

Thompson Elementary School, Teach for America, Houston
Directed summer school program with a staff of 14, for 64 Corps Members (new teachers) and 300 K-5th grade students in collaboration with the Houston Public School staff. Responsible for faculty development, oversight of supervision and preservice curriculum, as well as schedules and logistics for elementary students.

Instructor, Preservice Program **1997-1998**

Department of Curriculum & Teaching, Teachers College, Columbia University, New York
Supervised student teachers in urban, public school placements. Developed core curriculum with a team of 10 instructors for 90 Master's degree students. Taught and developed curriculum for workshops on adventure based learning and models of teaching. Facilitated social studies curriculum development group. Evaluated student progress and assigned course grade.

University Supervisor, Student Teachers **1996-1998**

Teachers College, Columbia University, New York
Observed student teachers, provided feedback and support. Conducted formal three-way conferences among student teacher, college supervisor and cooperating teacher. Evaluated student progress and assigned course grade.

Research Assistant 1997

National Commission on Teaching and America's Future, Teachers College, Columbia University, New York

Researched data on: model programs and policies for teacher recruitment, selection, preparation, assessment, placement, and continuing professional development. Managed statistical databases of student achievement scores and teacher quality indicators. Analyzed and coded 680 surveys of award winning teachers' perceptions of teacher education for publication.

Administrative Assistant 1995-1996

National Center for Restructuring Education, Schools and Teaching, Teachers College, Columbia University, New York

Provided office support to variety of educational research projects.

Classroom Teacher Assistant 1995

Reiche Elementary School, Portland, Maine

Special Education Teacher Assistant Grades K-3

Classroom Teacher 1992-1994

Elaine High School, Elaine, Arkansas

Special Education Resource Room Teacher Grades 9-12

Developed and taught curriculum in English, Math, Science, and Social Studies. Implemented individualized instruction and assessment plans. Coordinated and coached Special Olympics for 25 students, grades 9-12. Led Boy Scout Troop. Secured and administered grant from Arc of Phillips County to provide uniforms, transportation, and food for Special Olympics teams to participate in area and state games.

Corps Member 1992-1994

Teach for America, Delta Corps, Arkansas and Mississippi

Recommended for Certification through blind review of a performance-based teaching portfolio.

Adventure Based Educator 1993-1996

Hurricane Island Outward Bound School, Rockland, Maine

Co-led 28-day sailing, hiking, and canoeing expeditions for 10-12 adolescent students.

Museum Based Educator 1989-1991

Boston Children's Museum, Boston

Instructed school groups in museum setting.

Director of Ropes Course 1988-1991

Med-O-Lark Camp, Washington, Maine

Designed and implemented Ropes Course instructional program. Trained and supervised Ropes Course counselors. Coordinated crafts counselors and children's art exhibits.

CONSULTING & PROFESSIONAL DEVELOPMENT

District and School Equity Audits **2018-Present**

Contracted for series of workshops, data retreats, and reports for districts including Lewiston, Brewer, RSU 3, Winthrop, and Westbrook

Maine Humanities Council Speaker **2019-Present**

Faculty Workshop **Dec. 2016, & Jan. 2017**

Equity in Proficiency Based Learning and Assessment in Art Context, Westbrook Schools Art Department

Faculty Workshop **Nov. 2016**

Culturally Responsive Teaching Self-Assessment Tool, Deering High School

PUBLICATIONS

BOOK

Ross, F. & Malone, L. (forthcoming 2024). *Decolonizing classroom management: A critical examination of the cultural assumptions and norms of traditional practices*. Rowman & Littlefield.

BOOK CHAPTERS

Ross, F. (2023). The boundary spanning roles of teacher residents. In *Boundary Spanning in School-University Partnerships*, edited by Drew Polly and Kristien Zenkov. Information Age Publishing.

Ross, F. & Ahmed, A. (2016). Fostering globalism: Community partnerships to grow your own teachers. In *Diversifying the Teaching Force in Transnational Contexts*, edited by Clea Schmidt and Jens Schneider. Sense Publishing.

Ross, F. (2015). Newcomers entering teaching: The possibilities of a culturally and linguistically diverse teaching force. In *Addressing the Demographic Imperative: Recruiting, Preparing, and Retaining a Diverse and Highly Effective Teaching Force*, edited by Christine Sleeter, La Vonne Neal, and Kevin Kumashiro. Routledge.

Ross, F., Simmons, R., & Watson, A. (2015). Changing the field: Graduates of cohort programs move into leadership positions. In *Addressing the Demographic Imperative: Recruiting, Preparing, and Retaining a Diverse and Highly Effective Teaching Force*, edited by Christine Sleeter, La Vonne Neal, and Kevin Kumashiro. Routledge.

Ross, F. (2005). Newcomers entering teaching: Successes and challenges of preparing recent

immigrants and refugees for teaching in public schools. *Teacher Education Yearbook XII: Research on Alternative and Non-traditional Teacher Education*. Association of Teacher Educators: Kendall Hunt.

JOURNALS

Ross, F., (2023). Supporting educators for well-being. *Journal of Maine Education*.

Ross, F., (2023). Assessing teacher turnover: Distribution of inexperienced teachers and emergency-certified teachers in Maine. *Maine Policy Review* 32(1).
<https://digitalcommons.library.umaine.edu/mpr/vol32/iss1/3>

Ross, F., Gendron, M., Nogar, D., and Queen, M. (2018). Helping students rise and shine. *Educational Leadership*, 75(6), 81-84. <https://www.ascd.org/el/articles/helping-students-rise-and-shine>

Kohli, H., Ross, F., Kohli, A., & Peng, C. (2016). Universal-diverse orientation of business, education, and social work students in a north-eastern comprehensive university. *International Journal of Management in Education*, 10(2), 111-130.

Bernacchio, C., Ross, F., Washburn, K. R., Whitney, J., & Wood, D. (2007). Faculty collaboration to improve equity, access, and inclusion in higher education. *Equity and Excellence in Education*, 40, 56-66.

Ross, F. (Winter, 2005). Creating flexibility in teacher certification policy to ensure quality and equity. *Maine Policy Review*, 14(1), 56-63.

Shank, M., Canniff, J. G., & Ross, F. (2005) The extended teacher education program: A grounded yet ever changing graduate-level teacher education program. *Professing Education: A Journal of the Society of Professors of Education*. Online. (invited)

Ross, F. (Winter, 2004). Teaching in a democracy: Learning from immigrants and refugees. *Maine Journal of Education*, XX(1), 29-32.

Ross, F. (May, 2001). Helping immigrants become teachers. *Educational Leadership*, 58(8), 68- 71.

Walters, S., & Pritchard, F. (Fall, 2000). The complexity of partnering: A case study of two middle schools PDSs. *Peabody Journal of Education*, 74(3&4), 58-70.

Thompson, S. S., & Ross, F. (Fall, 2000). Becoming a teacher in a professional development school. *Teaching & Change*, 8(1), 31-50.

Pritchard, F. (1999). The effects of professional development schools: A literature review. Teachers College, NY: National Center for Restructuring Education, Schools, and Teaching.

WEBSITES

Maine Teacher Residency: <https://sites.google.com/maine.edu/maine-teacher-residency>

Equity and Excellence in Maine Schools: <http://usm.maine.edu/eems>

Scholars Strategy Network: <http://www.scholarsstrategynetwork.org/scholar-profile/314>

POLICY BRIEFS

Ross, F. (May 6, 2021). Teachers required for Maine's future. Scholars Strategy Network. <https://scholars.org/contribution/teachers-required-maines-future>

Ross, F. (Feb. 11, 2021). Securing Maine's K-12 teacher workforce; Ensuring a healthy Maine economy. Scholars Strategy Network. <https://scholars.org/contribution/securing-maines-k-12-teacher-workforce>

Ross, F. (June, 2013). Meeting the challenge of developing the best American teachers in a culturally diverse world. Policy Brief, Scholars Strategy Network. <http://www.scholarsstrategynetwork.org/brief/meeting-challenge-developing-best-american-teachers-culturally-diverse-world>

Ross, F. (Dec, 2013). Why equity is the key to excellence for American schools. Policy Brief, Scholars Strategy Network. http://www.scholarsstrategynetwork.org/sites/default/files/ssn_basic_facts_ross_on_equity_and_excellence_in_our_nations_schools.pdf

EDITORIALS

Ross, F. (Sept. 6, 2022). Maine's teacher quality gap is an equity issue. Bangor Daily News. <https://www.bangordailynews.com/2022/09/06/opinion/opinion-contributor/teacher-shortage-quality-gap-opinion/>

Ross, F. (July 22, 2022). Investment in teachers is central to the health of public education. <https://www.pressherald.com/2022/07/23/maine-voices-investment-in-teachers-is-central-to-the-health-of-public-education/>

Ross, F. (Sept 7, 2021). To ensure high quality education, we must invest in high quality teachers. Bangor Daily News. <https://bangordailynews.com/2021/09/07/opinion/to-ensure-high-quality-education-we-must-invest-in-high-quality-teachers/>

Ross, F. (Sept 8, 2020). Schools are part of our common good. Bangor Daily News. <https://bangordailynews.com/2020/09/08/opinion/contributors/schools-are-part-of-our-common-good/>

Ross, F. (Nov 20, 2018). Improve the economy through improved education. Bangor Daily News. <https://bangordailynews.com/2018/11/20/opinion/contributors/improve-the-economy-through-improved-education/>

[economy-through-improved-education/](#)

- Ross, F. (March 27, 2018). Why proficiency based education is so important. Bangor Daily News. <https://bangordailynews.com/2018/03/27/opinion/contributors/why-proficiency-based-education-is-so-important/>
- Ross, F. (Aug 29, 2017). Why state funding for education matters. Bangor Daily News. <https://bangordailynews.com/2017/08/29/opinion/contributors/why-state-funding-for-education-matters/>
- Ross, F. (April 11, 2017). Maine has strayed from school funding fairness, and it needs to find its way back. Bangor Daily News. <https://bangordailynews.com/2017/04/11/opinion/maine-has-strayed-from-school-funding-fairness-and-it-needs-to-find-its-way-back/>
- Ross, F. & Feiner, S. (Sept 28, 2016). Maine misses out when higher education remains unaffordable. Bangor Daily News. <https://bangordailynews.com/2016/09/28/opinion/contributors/maine-misses-out-when-higher-education-remains-unaffordable/>
- Ross, F. (2017, April 11). Maine has strayed from school funding fairness, and it needs to find its way back. *Bangor Daily News*. <http://bangordailynews.com/2017/04/11/opinion/maine-has-strayed-from-school-funding-fairness-and-it-needs-to-find-its-way-back/>
- Ross, F. (2017, Feb 28). Maine must resist the policy temptations that would undermine our public schools. *Bangor Daily News*. <http://bangordailynews.com/2017/02/28/opinion/contributors/maine-must-resist-the-policy-temptations-that-would-undermine-our-public-schools/>
- Ross, F. (2016, September 14). Maine schools need more resources that translate into greater achievement. *Bangor Daily News*. <http://researchshows.bangordailynews.com/2016/09/14/home/maine-schools-need-more-resources-that-translate-into-greater-achievement/>
- Ross, F. (2016, February 1). Here's what will change with the new SAT. *The Conversation*. <https://theconversation.com/heres-what-will-change-with-the-new-sat-53319>
- Ross, F. (2015, September 1). We can't abandon future generations of Maine teachers. *Bangor Daily News*. <https://www.bangordailynews.com/2015/09/01/opinion/we-cant-abandon-future-generations-of-maine-teachers/>
- Ross, F. (June 15, 2015). Test data misuse reaches absurd levels. *The Conversation*. <https://theconversation.com/test-data-misuse-reaches-absurd-levels-42585>
- Ross, F. (March 31, 2015). Build a better standardized test, but beware its consequences. *Bangor Daily News*. <http://bangordailynews.com/2015/03/31/opinion/contributors/build-a-better-standardized-test-but-beware-its-consequences/?ref=OpinionBox>
- Ross, F. (February 17, 2015). Don't misuse standardized tests — lest they become meaningless.

Bangor Daily News. <http://bangordailynews.com/2015/02/17/opinion/dont-misuse-standardized-tests-lest-they-become-meaningless/>

Ross, F. (2014, September 2). We have reason to celebrate Maine's public schools – and much to protect. *Bangor Daily News*. <https://bangordailynews.com/2014/09/02/opinion/we-have-reason-to-celebrate-maines-public-schools-and-much-to-protect/>

Ross, F. (2014, May 12). Off campus: Newly graduate teachers can expect challenges, joys. *Portland Press Herald*.
<http://www.pressherald.com/2014/05/12/off-campus-newly-graduated-teachers-can-expect-challenges-joys/>

Ross, F. (2013, October 15). Should parents opt their children out of high-stakes testing? *Bangor Daily News*. <http://bangordailynews.com/2013/10/15/opinion/contributors/should-parents-opt-their-children-out-of-high-stakes-testing/>

Ross, F. (2013, June 20). Why the National Council Review of Teacher Preparation program is wrong. *Bangor Daily News*. <http://bangordailynews.com/2013/06/20/opinion/why-the-national-council-review-of-teacher-preparation-programs-is-wrong/>

Ross, F. (2013, March 11). Equity ensures excellence of schools in Maine, nationwide. *Portland Press Herald*.

RESEARCH REPORTS

Maine Department of Education (May, 2022). *Teach Maine: Policy recommendations for recruitment, preparation, and retention of Maine teachers*.

Ross, F. (June, 2004). *Pathways to higher education: Year three evaluation report*. State of Maine, Department of Education, Contract # 6-6-42237.

Ross, F. (Dec., 2003). *Pathways to higher education: Year two evaluation report*. State of Maine, Department of Education, Contract # 6-6-42237.

Lauter, N., Hill, D., & Pritchard, F. (1998). *Bridging the divide: A professional development plan for high school teachers, teacher candidates, and teacher educators*. Report to the Arthur Vining Davis Foundation.

GRANTS & RESEARCH PROJECTS

PI – Mentor Teacher Microcredential. University of Maine System. (\$10,000) funded.

PI – US Congressional Designated Spending (earmark). Maine Teacher Residency Program. (\$989,032) funded.

PI – US DOE Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) Fund for the Improvement of Postsecondary Education (FIPSE). Dual-Enrollment and Grow-Your-Own Teacher Residency Programs: Shoring up Maine’s Leaky Teacher Pipeline. (\$835,016) not funded

PI – USM Pillar Grant. Teacher Education Department Internship Year Programing. (\$15,000) 2021-2022. funded

PI – USM Center for Collaborative Development - Multicultural Child Development Course Redesign with Part-time Instructors. (\$500) Jan-May 2020. funded

PI – Engaged Department Grant – USM Metropolitan University Initiative – School Based Instructional Leadership – Building School and University Partnerships. (\$5,000) May 20, 2015

Faculty Collaborative Research Grant, University of Southern Maine. Culturally Responsive Practices in Teaching and Social Work – Survey of Program Graduates. With Hermeet Kohli and Alec Lapidus. (\$3000) Spring 2012.

Faculty Development Grant, School of Education and Human Development. \$250 to attend Restorative Justice workshop.

Awarded, Center for Technology Enhanced Learning, Course Redesign Grant. To redesign existing blended course. (\$500) May 2010.

Investigator with J. Canniff, C. Fallona, F. Ross, D. Smith, and D. Wood. *Scholarship Writing Consortium*. Funded through CEHD Supporting Faculty Scholarship Pilot Project. 2/04-5/04. (\$5040).

Investigator with Charlie Bernacchio, Kim Washburn, Jean Whitney-Thomas, and Diane Wood, *Using CFGs as Collaborative Structure: Examining University Teaching through the Lenses of Universal Design and Phase Theory*. Funded through CEHD Supporting Faculty Scholarship Pilot Project. 2/04-5/04.

Evaluator for State of Maine, Department of Education, Pathways to Higher Education under the Multicultural Education Programs at the Center for Workplace Learning, 2003-2005.

Co-Author, with Dr. Melody Shank, Alternative Teacher Certification Planning Grant, \$10,000. Maine Department of Education Title II AARBEC Grant *To Enhance Teacher Quality Through Alternative Routes to Initial Certification*. 6/02-8/04.

"Newcomers Entering Teaching (NET) - The impact of a Professional Development School teacher preparation program on the educational philosophy and practices of recent immigrant and refugee teaching candidates." Application made Dec. 2000, funded at \$1,126 USM Faculty Senate Research Grant.

Teaching Discussion Grant, (Fall, 2000 and 2002) USM Center for Teaching. To facilitate five monthly discussion groups of new faculty involved in coordinating clinically based teacher preparation programs.

Documentation of first year implementation of a professional development school partnership in an

urban public high school and a private university with Nancy Lauter, Djanna Hill, and Roberta Trachtman.

Statistical analysis for correlation of National Assessment of Educational Progress (NAEP) student achievement test scores and teacher quality indicators with Linda Darling-Hammond.

Statistical analysis for frequencies of coded, open-ended surveys from 680 award winning teachers on their perceptions of teacher education with Linda Darling-Hammond.

SELECTED PROFESSIONAL PRESENTATIONS

Ross, F. & Johnson, A. (Aug 8, 2023). *Maine teacher residency project: Models from the first-year pilot*. Education Summit, Maine Department of Education, Augusta, Maine.

Ross, F. (June 3, 2023). *Education for the public good: Ensuring equitable access for economic growth*. American Association of University Women Convention, Waterville, ME. (invited)

Ross, F. & Cyr, M. (May 4, 2023). *Teacher residency models to recruit and retain teachers*. New England Educational Research Organization (NEERO) Annual Conference, Portsmouth, NH (peer reviewed)

Ross, F. (Feb 9, 2023). *Critical issues in education and the workforce*. Educate Maine Policy Leaders Academy, Augusta, Maine. (invited panelist)

Ross, F. & Johnson, A. (Oct 28, 2022). *Teacher residencies: Career ladders to recruit and retain teachers*. Maine School Management Annual Conference, Augusta, ME (peer reviewed)

Ross, F. (April 8, 2022). Panel discussant on preparation for higher education. Maine School Superintendents Association. Annual Winter Convocation, South Portland, ME. (invited)

Ross, F. (April 7, 2022). *Distribution of new teachers in Maine schools*. New England Educational Research Organization (NEERO) Annual Conference, Portsmouth, NH. (peer reviewed)

Ross, F. (April 7, 2022). *Decolonizing classroom management*. New England Educational Research Organization (NEERO) Annual Conference, Portsmouth, NH. (peer reviewed)

Ross, F. (Nov 18, 2020). *Developing a picture of equity and access in Maine schools*. Maine Curriculum Leaders Association. Online (invited)

Ross, F. (Oct 31, 2020). *School and district equity audits*. Maine School Management Association Annual Conference. Online livestreamed. (peer reviewed)

Ross, F. (Aug 6, 2020) *Equity literacy to address achievement gaps*. Holocaust and Human Rights Center. Online (invited)

Ross, F. (Nov 2, 2020). *Equity literacy to address achievement gaps*. Maine Educational Association, Learning and Leading Conference, Southern Maine Community College, South Portland,

- ME. (peer reviewed)
- Ross, F. (Oct 25, 2019). *Addressing teacher shortages with "Grow Your Own" models*. Maine School Management Association Annual Conference, Augusta, ME. (peer reviewed)
- Ross, F. (Oct 25, 2019). *Equity literacy to address achievement gaps*. Maine School Management Association Annual Conference, Augusta, ME. (peer reviewed)
- Ross, F. (May 23, 2019). Teaching equity/learning about racism. Maine Teacher Educator Faculty Convening, Great Schools Partnership, Portland, ME (invited)
- Ross, F. (2016) *Quality teaching and equity in education*. Envision Maine Education Summit, Bowdoin College, June 30, Brunswick, ME. (invited)
- Ross, F., Goldrick-Rab, S., Nunez, A., Glover, R., & Naval, L. (2016). *Gaining public influence through scholars strategy network*. Presidential Session American Educational Research Association Annual Meeting, April, Washington, D.C. (peer reviewed)
- Sleeter, C., Neal, L., Ross, F., & others. (2015). *Addressing the demographic imperative: Book authors presentation*. AERA, Apr. 19, Chicago, IL. (peer reviewed)
- Ross, F. (2015). *Shifting university culture to reward public engagement*. Scholars Strategy Network Leadership Retreat, Oct. 31, Cambridge, MA.
- Ross, F. (2015). *Fostering culturally responsive teaching*. American Association for Teaching and Curriculum, annual conference, Oct. 9, South Portland, ME. (peer reviewed)
- Ross, F., & Camplin, K. (2014). *It takes a village: Collaborative community impact*. National Association of Multicultural Education, Nov. 6, Tuscon, AZ. (peer reviewed)
- Sleeter, C., Neal, L., Kumashiro, Ross, F., & others. (2014). *Addressing the demographic imperative: Book authors presentation*. National Association of Multicultural Education, Nov. 6, Tuscon, AZ. (peer reviewed)
- Ross, F. (2014). *Promoting equity and excellence by harnessing community resources*. Equity Conversations Conference. New England Equity Assistance Center, June 6, University of Southern Maine.
- Ross, F., & Evans, L. (2012). Supporting diverse paraprofessionals to enter teaching. National Association of Multicultural Education summer institute, *Addressing the Demographic Imperative: Recruiting and Preparing a Diverse and Highly Effective Teaching Force*. Northern Illinois University, June 27-30. (peer reviewed)
- Ross, F. (2011). Culturally responsive classroom management through case studies. National Association for Multicultural Education, Nov. 4, Chicago, IL. (peer reviewed)
- Ross, F. (2010). Poverty and education: Resources, assets, and resiliency. Westbrook Regional Vocational Center. Nov. 22nd for faculty development workshop. (invited)

- Ross, F. (2010). Using wiki in standards based program. Center for Technology Enhanced Learning, University of Southern Maine faculty development workshop. (invited)
- Ross, F. (2010). Culturally responsive classroom management through case studies. New England Conference on Multicultural Education, Farmington, Connecticut, Oct. 14, 2010. (peer reviewed)
- Ross, F., & Camplin, K. (2010). Poverty and education: Resources, assets and resiliency. Saccarappa Elementary School, Westbrook, ME. (invited)
- Ross, F. (2009). *Teacher preparation for recent immigrants*. Building Professional Pathways for New Americans: The National Conference on Refugee Professional Recertification hosted by Refugee Works, Ann Arbor, Michigan, June 22-24, 2009. (invited)
- Ross, F. (2009). *Educational outlook: Training and employment opportunities for immigrants*. Building Professional Pathways for New Americans: The National Conference on Refugee Professional Recertification hosted by Refugee Works, Ann Arbor, Michigan, June 22-24, 2009. (invited)
- Ross, F. (2008). *Multicultural children's literature*. Presentation for Equity Day, Teacher Education Department, University of Southern Maine.
- Ross, F., & Canniff J. G. Presenters. (Oct. 2006). *Culturally responsive supervision*. Paper presented at National Network for Educational Renewal Annual Meeting (NNER), Cincinnati, OH. (peer reviewed)
- Canniff, J.G., & Ross, F. Presenters. (Nov. 2006). *Culturally responsive supervision*. Paper presented at University of Maine Conference on Diversity. Abromson Community Education Center, Portland, ME. (peer reviewed)
- Evans, L., & Ross, F. with Ahmed, A., Allolding, S., Francois, J., & Hojati, J. (Oct, 2006). Meshing cultures: Lessons from our culturally and linguistically diverse teachers. Panel discussion at the annual meeting for the Maine State ESL Conference, Portland, ME.
- Canniff, J., & Ross, F. (Oct, 2006). Culturally responsive supervision. Paper presented at the annual meeting of the National Network for Educational Renewal, West Chester, OH.
- Ross, F. (Feb. 2005). *Newcomers entering teaching: Successes and challenges of preparing recent immigrants and refugees for teaching in public schools*. Invited yearbook author presentation at the annual meeting of the Association of Teacher Educators, Chicago, IL. (peer reviewed)
- Ross, F. (April, 2004). *Educating teachers to be critical consumers of educational theory and practice through visitations to multiple educational settings*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA. (peer reviewed)
- Ross, F. (April, 2004). *Learning about the power of education for a democracy from recent immigrants and refugees*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA. (peer reviewed)

- Ross, F. with Allolding, S. (April, 2003). *Newcomers Entering Teaching - A Program Created for Recent Immigrants and Refugees*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (peer reviewed)
- Ross, F. (Oct., 2001). *Creating access to teaching in an era of national teacher shortages: Lessons from the field*. Paper presented at the annual meeting of the National Network for Educational Renewal, Denver, CO. (peer reviewed)
- Ross, F. (Oct., 2001). *Redefining scholarship for clinically-based teacher education faculty*. Paper presented at the annual meeting of the National Network for Educational Renewal, Denver, CO. (peer reviewed)
- Ross, F. (April, 2001) *So what type of teachers are they? - Graduates of a PDS teacher preparation program 3-6 years later*. Paper presented at the annual meeting of American Educational Research Association, Seattle, WA. (peer reviewed)
- Canniff, J., Shank, M., & Ross, F. (April 2001). *Learning through storying: A discussion of qualitative research methodologies in multicultural and collaborative settings*. Paper presented at the annual meeting of New England Educational Research Organization, Portsmouth, NH. (peer reviewed)
- Pritchard, F. (1999, June). *Developing professionals: A narrative study of graduates of a professional development school teacher preparation program*. Ethnographic and Qualitative Research in Education, eleventh annual conference, Teachers College, Columbia University, New York.
- Thibodeau, H., & Pritchard, F. (1999, May). The performance assessment process for initial teacher certification: A comparison between ETEP portfolio requirements and state. In Praise of Education Conference, University of Southern Maine, Gorham, Maine.
- Kimball, W., Walters, S., & Pritchard, F. (1998, November). *Lessons learned about best practices from TEI sites: Evaluation and dissemination*. National Education Association Teacher Education Initiative Conference, Columbia, South Carolina. (peer reviewed)
- Pritchard, F. (1998, March). *Adapting adventure based learning to the elementary social studies classroom*. Teachers College, Columbia University, New York, New York.
- Facilitator (June, 1997). *Building learner-centered schools: Summer institute*. Teachers College, Columbia University, 1997.
- Pritchard, F. (1996 and 1997, Sept). *Preservice program make-up retreat: Adventure based learning*. Teachers College, Columbia University, New York, New York.

PROFESSIONAL AFFILIATIONS

Member, American Educational Research Association, 1997-Present.

Member, Association of Experiential Education, 1998-2000.

Member, Association for Supervision and Curriculum Development, 1999-Present.

Member, National Association for Multicultural Education, 2009–Present.

Member, National Education Association, 2000-Present.

Member, Maine Education Association, 2000-Present.

PROFESSIONAL SERVICE

Reviewer for American Educational Research Association Annual Meeting, 2006-2008, 2014

Reviewer for journal of Urban Education - invited blind review, 2004, 2014, 2020 - present