

Curriculum Vitae

FLYNN ROSS, ED.D.

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ACADEMIC PREPARATION

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

ACADEMIC APPOINTMENTS

Department Chair, Teacher Education	September 2018-Present
Program Coordinator 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.	Jan., 2014-June, 2014 & Aug., 2015-Present
Assistant to Associate Professor Teacher Education, University of Southern Maine, Gorham, Maine Program coordinator for the Urban Cohort of the graduate level, Extended Teacher Education Program (ETEP). Responsibilities include selection, placement, supervision, and instruction for a cohort of 20-25 students every nine months. Teach the masters' capstone action research course. Serve as faculty member on department and college committees including School Peer Committee, Curriculum Committee, and Diversity Committee.	2000-Present

AWARDS & POSITIONS OF DISTINCTION

State Chapter Co-coordinator May 2016-2019
Scholars Strategy Network, Harvard University

Report Research Advisor Aug. 2016- Present
Educate Maine Annual Indicators Report
Portland Regional Chamber of Commerce

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 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.	1997
Administrative Assistant National Center for Restructuring Education, Schools and Teaching, Teachers College, Columbia University, New York Provided office support to variety of educational research projects.	1995-1996
Classroom Teacher Assistant Reiche Elementary School, Portland, Maine Special Education Teacher Assistant Grades K-3	1995
Classroom Teacher 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.	1992-1994
Corps Member Teach for America, Delta Corps, Arkansas and Mississippi Recommended for Certification through blind review of a performance-based teaching portfolio.	1992-1994
Adventure Based Educator Hurricane Island Outward Bound School, Rockland, Maine Co-led 28-day sailing, hiking, and canoeing expeditions for 10-12 adolescent students.	1993-1996
Museum Based Educator Boston Children's Museum, Boston Instructed school groups in museum setting.	1989-1991
Director of Ropes Course 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.	1988-1991

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, 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 CHAPTERS

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., 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

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 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/>

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*. <http://bangordailynews.com/2015/09/01/opinion/contributors/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 (pending). 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 – US Congressional Designated Spending (earmark). Maine Teacher Residency Program. (\$989,032) under review

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) under review

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

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

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.

PROFESSIONAL PRESENTATIONS

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

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

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

Rights Center. Online

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.

Ross, F. (Oct 25, 2019). *Addressing teacher shortages with “Grow Your Own” models*. Maine School Management Association Annual Conference, Augusta, ME.

Ross, F. (Oct 25, 2019). *Equity literacy to address achievement gaps*. Maine School Management Association Annual Conference, Augusta, ME.

Ross, F. (May 23, 2019). Teaching equity/learning about racism. Maine Teacher Educator Faculty Convening, Great Schools Partnership, Portland, ME

Ross, F. (2016) *Quality teaching and equity in education*. Envision Maine Education Summit, Bowdoin College, June 30, Brunswick, ME.

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.

Sleeter, C., Neal, L., Ross, F., & others. (2015). *Addressing the demographic imperative: Book authors presentation*. AERA, Apr. 19, Chicago, IL.

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.

Ross, F., & Camplin, K. (2014). *It takes a village: Collaborative community impact*. National Association of Multicultural Education, Nov. 6, Tuscon, AZ.

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.

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. Available at <http://www.brown.edu/initiatives/new-england-equity-assistance-center/equity-conversations-post-conference-information>

Ahmed, A., & Ross, F. (2013). *Equity and Excellence in Maine Schools*. USM, Jan. 29, Portland, ME.

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.

Ross, F. (2011). Culturally responsive classroom management through case studies. National Association for Multicultural Education, Nov. 4, Chicago, IL.

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. Nov. 12th for 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. March 26th for faculty development workshop. (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. (refereed)

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. (refereed)

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.

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.

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.

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.

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.

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.

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.

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 Association, Portsmouth, NH.

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.

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