

ANDREA STAIRS-DAVENPORT

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EDUCATION

- 2006 Ph.D. Boston College, Chestnut Hill, MA
Area of Specialization: Curriculum & Instruction
Doctoral Dissertation Committee: Dr. Audrey A. Friedman (chair), Dr. Marilyn Cochran-Smith, and Dr. Dennis Shirley
Honors: Doctoral Comprehensive Examinations passed “With Distinction”
Lynch School of Education Contribution to Community Award (2006)
Donald J. White Teaching Excellence Award (2003)
- 1995 M.Ed. Boston College, Chestnut Hill, MA
Area of Specialization: Curriculum & Instruction
Honors: Master’s Comprehensive Examinations passed “With Distinction”
- 1994 B.A. Colby College, Waterville, ME
Major: English Minor: Education, Secondary Certification
Honors: Graduated Cum Laude with Honors in English

PROFESSIONAL EXPERIENCE

- 2019-present **Associate Dean, School of Education and Human Development**
University of Southern Maine, Gorham, ME
- 2019-present **Professor, Literacy, Language, and Culture**
Literacy, Language, and Culture Department
School of Education and Human Development
University of Southern Maine, Gorham, ME
- 2012-2019 **Associate Professor, Literacy, Language, and Culture**
Department Chair, 2017-2019, 2012-2014; Program Coordinator, 2014-2017
Literacy, Language, and Culture Department
School of Education and Human Development
University of Southern Maine, Gorham, ME
- 2009-2012 **Assistant Professor, Literacy Education**
Department Chair, 2011-2012; Program Coordinator, 2010-2011
Professional Education Department (PED)
College of Education and Human Development
University of Southern Maine, Gorham, ME
- 2006-2009 **Assistant Professor, English Education**
Department of Theory and Practice in Teacher Education (TPTE)
College of Education, Health, and Human Sciences
University of Tennessee, Knoxville, TN

- 2005-2006 **Teachers for a New Era Graduate Fellow**
College of Arts & Sciences and Lynch School of Education
Boston College, Chestnut Hill, MA
- 2005-2006,
2001-2002 **Literacy Coach**
Boston Public Schools
Community Academy, Roxbury, MA; Brighton High School, Brighton, MA
- 2004-2005 **Clinical Faculty**
Office of Professional Practicum Experiences and Induction
Lynch School of Education
Boston College, Chestnut Hill, MA
- 2002-2005 **Teaching Fellow**
Department of Teacher Education, Special Education, and Curriculum &
Instruction
Lynch School of Education
Boston College, Chestnut Hill, MA
- 2002-2005 **Literacy Consultant**
New England Educational Consultants, Chestnut Hill, MA
- 2001-2004 **Graduate Research Assistant**
Department of Teacher Education, Special Education, and Curriculum &
Instruction
Lynch School of Education
Boston College, Chestnut Hill, MA
- 1997-2001 **English Teacher** (Presented Outstanding Teacher Award by 2001 Senior Class)
Cherry Creek School District
Cherry Creek High School, Englewood, CO
- 1995-1997 **English Teacher**
Derry Cooperative School District
West Running Brook Middle School, Derry, NH

COURSES TAUGHT

University of Southern Maine

- EDU 558 Content-Based Curriculum for English Language Learners
- EDU 607 Teacher Research in Literacy and Language Development
- EDU 620 Reading Development and Instruction
- EDU 633 Special Applications in Literacy (Independent Study course)
- EDU 634 Seminar in Literacy Research
- EDU 635 Seminar in Second Language Literacy
- EDU 643 Inquiry in Education (MSEd in Teaching and Learning Capstone course)
- EDU 665 CAS Directed Study (CAS Capstone course)
- EDU 699 Independent Study
- EDU 705 Data Collection and Analysis in Education Research (PhD course)
- EDU 708 Dissertation Proposal Seminar (PhD course)
- EDU 799 Dissertation in Education (PhD course)

10/15/2023

University of Tennessee

- ENG ED 459 Teaching English in the Secondary School
- ENG ED 543 Teaching Language Arts in the Middle Grades
- ENG ED 597 Teaching Drama Grades 7-12
- ENG ED 590 Seminar in Teaching English in Secondary Schools
- EDUC 591 Clinical Studies (Action Research)
- EDUC 575 Professional Internship in Teaching

Boston College

- ED 447 Literacy and Assessment in Secondary Schools (graduate)
- ED 407 Secondary Curriculum and Instruction (graduate)
- ED 211 Secondary Curriculum and Instruction (undergraduate)

Doctoral Dissertation Advising

- Michelle Conners. (2023-present). *Digital literacy in Maine's public libraries*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Daniel LeClair. (2023-present). *Solving the pilot shortage through gender equity*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Shane Long. (2023-present). *Do you know the way to VPSA? Professional Development for the Preparation of Senior Student Affairs Officers*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Emily MacKinnon. (2023-present). *Implementation of the MTSS instructional framework for students with gifts and talents: Perceptions of Maine's gifted and talented teachers*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Committee member.
- William Putnam. (2023-present). *Exploring the effects of educational stratification on the civic and democratic attitudes and perceptions of secondary students*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Mara Sanchez. (2023-present). *Carceral degrees: Successful postsecondary educational pathways for students impacted by the criminal justice system in Maine*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Ken Lanik. (2019-2022). *Personal experiences of white school leaders in addressing issues of race within predominantly white school communities*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Jana Boody-Billings. (2019-2022). *Great expectations: How Maine's public universities can support first-generation students*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Tasha Graff. (2019-2021). *Diversifying the field: An exploration of Grow Your Own programming for immigrant teachers*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Meghan Henry. (2019-2021). *Checking the box versus meeting intent: How Maine school districts adhere to the McKinney-Vento Act while under-identifying students experiencing homelessness*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Christina O'Neal. (2019-2021). *The influence of social-emotional learning in high school advisory programs on student engagement and success*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.

- Kristy Ouellette. (2019-2021). *Understanding the perspectives of first generation 4-H members*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Sarah Whitfield. (2019-2021). “Nice people vacation there; they don’t live there”: *A case study of Maine’s economic development policy*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Rebecca Redlon. (2019- in progress). Lesley University PhD in Educational Studies. Committee member.
- Gavin Glider. (2019- in progress). UMaine PhD in History. Committee member.
- Paul Cochrane. (2018-2019). *Reconnecting distance education to its social justice roots: Student and faculty perceptions of quality in online education*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Committee member.
- Laura Cyr. (2018-2020). *Bridging the gap: A case study of the Opportunity Maine Tax Credit*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Committee member.
- Emma Gelsinger. (2018-2020). *A multi-campus administrative data analysis of the federal work-study program*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Committee member.
- Casey Gilbert. (2018-2020). *Learning the ropes: An exploration of the onboarding process for newly elected city councilors*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Clara Jean Howard. (2018-2020). *Listening to English learners: How they learned the academic language they needed to achieve in high school*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Vincent Kloskowski. (2018-2019). *From boots to books: A study of student veterans’ higher education experiences*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Barbara Maling. (2018-2019). *An examination of how middle school principals make sense of their role in leading standards-based educational reform*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Committee member.
- Kim O’Donnell. (2018-2020). *Understanding school administrators’ beliefs and perceptions regarding transgender students*. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Committee member.
- Peter Lancia. (2013-2014). *Leading between the lines: Exploring the development of identity among literacy specialists*. Lesley University, Boston, MA., PhD in Adult Learning. Committee member.

PUBLICATIONS

Articles, Book Chapters, and Monographs

DeRose, C., & Stairs-Davenport, A. (under review). From “special but shadowed” to beloved but expendable: A study of pandemic-era news media and the public’s perception of the teacher’s role. *Discourse: Studies in the Cultural Politics of Education*. <https://www.tandfonline.com/journals/cdis20>

Stairs-Davenport, A. (2022). Inquiry as Stance promotes deeper learning. *Deeper Learning Journal of Practice*, 1, <https://dljp.org/toc/>

Stairs-Davenport, A. (2021). "Where do I Start?" Inquiry into K-12 mainstream teachers' knowledge about differentiating instruction for ELLs in one U.S. school district. *Education Inquiry*, 14(2), 1-16. <https://doi.org/10.1080/20004508.2021.1969078>

Stairs-Davenport, A., & Vallance, J. (2020/2021). Writing instruction in a remote learning environment: Perspectives from one first-grade classroom. *Journal of Maine Education*, XXXVI, 16-34. <https://www.meascd.org/learning/journal-of-maine-education>

Stairs-Davenport, A. & Bradbury, M. (2019). Teacher preparedness and perspectives on teaching English language learners in a state with a rapidly growing ELL population. *MATSOL Currents*, 42(1), 47-53. <https://www.matsol.org/matsol-currents>

Stairs-Davenport, A., & Skotarczak, B. (2018). Improving comprehensible input for ELLs through technology. *TESL-EJ*, 22(3), 1-12. <http://www.tesl-ej.org/wordpress/issues/volume22/ej87/ej87int/>

Stairs-Davenport, A., & Chenard, M. (2016). Outcomes for students in a university-based summer reading workshop. *NERA Journal*, 51(2), 64-74.

Stairs-Davenport, A., & Zeimer, A. (2016). *Teachers' knowledge, practices, and beliefs about teaching English language learners: Opportunities and challenges in a U.S. school district*. Monograph published by the National Association of African American Studies.

Stairs, A. J., & Friedman, A. A. (2013). Urban Immersion: The impact of preservice preparation in an urban school-university partnership. In J. Noel (Ed.), *Moving teacher education into urban schools and communities: Prioritizing community strengths* (pp. 39-55). New York, NY: Routledge.

*This book won a Critics Choice Award for Outstanding Book in 2013 by the American Educational Studies Association.

Brown, C. L., & Stairs, A. J. (2012). Inclusion or intrusion? Reculturing schools for collaborative ESL instruction. In A. Honigsfeld & M. G. Dove (Eds.), *Coteaching and other collaborative practices in the EFL/ESL classroom: Rationale, research, reflections, and recommendations* (pp. 27-35). Charlotte, NC: Information Age Publishing.

Hrenko, K. A., & Stairs, A. J. (2012, December 8). Creative literacy: A new space of pedagogical understanding. [Special issue on Writing Across the Secondary School Curriculum] *Across the disciplines*, 9(3). http://wac.colostate.edu/atd/second_educ/hrenko_stairs.cfm

Stairs, A.J. (2011). Preservice teacher learning in a professional development school: Recognizing and accepting the complexity of urban teaching. In J. L. Nath, I. N. Guadarrama, & J. Ramsey (Eds.), *Investigating University-School Partnerships* (pp. 95-118). Charlotte, NC: Information Age Publishing.

Stairs, A. J. (2010). The learning and practice of preservice teachers in an urban school-university partnership: The struggle to enact culturally responsive pedagogy. *2010 Online Yearbook of Urban Learning, Teaching, and Research*, 26-36. <https://eric.ed.gov/?q=andrea+stairs&id=EJ912044>

Stairs, A. J. (2010). Becoming a professional educator in an urban school-university partnership: A case study analysis of preservice teacher learning. *Teacher Education Quarterly*, (37)3, 45-62. <https://eric.ed.gov/?q=andrea+stairs&id=EJ902708>

Stairs, A. J., & Burgos, S. S. (2010). The power of independent, self-selected reading in the middle grades. *Middle School Journal*, 41(3), 41-48.

Stairs, A. J., and Donnell, K. A. (2010). Why research on urban teacher learning matters: An introduction. In A. J. Stairs & K. A. Donnell (Eds.), *Research on urban teacher learning: Examining contextual factors over time* (pp. 3-9). Charlotte, NC: Information Age Publishing.

Dunn, A. H., Donnell, K. A., & Stairs, A. J. (2010). Urban teacher learning: A review of related literature. In A. J. Stairs & K. A. Donnell (Eds.), *Research on urban teacher learning: Examining contextual factors over time* (pp. 11-25). Charlotte, NC: Information Age Publishing.

Stairs, A. J. Becoming an urban teacher in a professional development school: A view from preparation to practice. (2010). In A. J. Stairs & K. A. Donnell (Eds.), *Research on urban teacher learning: Examining contextual factors over time* (pp. 41-60). Charlotte, NC: Information Age Publishing.

Donnell, K. A., & Stairs, A. J. Conclusion: Developing synergy between learning and context. (2010). In A. J. Stairs & K. A. Donnell (Eds.), *Research on urban teacher learning: Examining contextual factors over time* (pp. 191-197). Charlotte, NC: Information Age Publishing.

Stairs, A. J., Corrieri, C., Fryer, L., Genovese, E., Panaro, R., & Sohn, C. (2009). Inquiry into partnered student teaching in an urban school-university partnership. *School-University Partnerships*, 3(1), 75-89. <https://eric.ed.gov/?q=andrea+stairs&id=EJ915863>

Stairs, A. J. (2008). Preservice teacher learning in an urban school-university partnership: Understanding the complexity of urban teaching. *Journal of Urban Learning, Teaching, and Research*, 4, 96-108. <https://eric.ed.gov/?q=andrea+stairs&id=EJ837808>

Young, L., Stairs, A. J., & Groenke, S. L. (2008). Improving student engagement and achievement: Making “Daily Oral Language” relevant to students’ lives. *TAMS Journal*, 38, 6-20.

Stairs, A. J. (2007). Culturally responsive teaching: The Harlem Renaissance in an urban English class. *English Journal*, 96(6), 37-42.

Stairs, A. J., & Stairs, S. A. (2007). Recommended reading for young adults from young adults. *SIGNAL Journal*, 30(2), 17-22.

Stairs, A. J. (2006). Urban Immersion: A prototypical early clinical immersion experience. In K. R. Howey, L. M. Post, & N. L. Zimpher (Eds.), *Recruiting, preparing, and retaining teachers for urban schools* (pp. 49-65). Washington, DC: American Association of Colleges for Teacher Education.

Donnell, K., Stairs, A. J., & Guttenberg, N. (2005). Collaboration and inquiry: Learning to teach at the Lynch School of Education. In P. Jenlink & K. E. Jenlink (Eds.), *Portraits of teacher preparation: Learning to teach in a changing America* (pp. 53-72). Lanham, MD: Rowman & Littlefield Education.

Stairs, A. J. (2003) The controversy around defining “highly qualified” teachers and one university’s definition in practice. *Teacher Education and Practice*, 16(4), 384-398.

Books

Stairs, A. J., Donnell, K. A. & Dunn, A. H. (2012). *Urban teaching in America: Theory, research, and practice in K-12 classrooms*. Thousand Oaks, CA: SAGE.

Stairs, A. J., & Donnell, K. A. (Eds.). (2010). *Research on urban teacher learning: Examining contextual factors over time*. Charlotte, NC: Information Age Publishing.

Refereed Conference Proceedings

Stairs, A. J., & Mullins, N. (2013). Addressing both language acquisition and literacy in the classroom. In P. Davidson, M. Al-Hamly, C. Coombe, S. Troudi, & C. Gunn (Eds.), *Proceedings of the 18th TESOL Arabia Conference: Achieving Excellence through Life Skills Education* (pp. 119-124). Dubai: TESOL Arabia Publications.

Hodge, L., Botzakis, S., Groenke, S., & Stairs, A. (2008). No one “right” way: The informative possibilities of identity in understanding individual and collective experience in educational settings. *Online Proceedings of the Seventh Congress of the International Society for Cultural and Activity Research*. <http://iscar2008.org/Home>

Invited Articles

Stairs-Davenport, A. J. (2018). The legal right to a highly qualified mainstream teacher. *The Bridge: Maine DOE ESOL Newsletter*, 1(1), 2.

Stairs, A. J. (2010). Urban teacher education in partnership: An inquiry stance sustains collaboration. *Teacher Education and Practice*, 23(3), 344-346.

Stairs, A. J., & Hatch, J. A. (2008). Teacher education, deregulation, and the neoliberal global agenda. *Teacher Education and Practice*, (21)4, 455-457.

Invited Book Reviews

Stairs-Davenport, A. (2014, May 16). [Review of the book *Advisory in urban high schools: A study of expanded teacher roles*.] *Teachers College Record*. <https://www.tcrecord.org/content.asp?contentid=17536>

Donnell, K. A., & Stairs, A. J. (2009, September 28). [Review of the book *Inquiry as stance: Practitioner research for the next generation*]. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/PrintContent.asp?ContentID=15776>

Stairs, A. J. (2008). [Review of the book *Literacy coaching: A handbook for school leaders*]. *English Leadership Quarterly* 31(1), 14.

Stairs, A. J. (2008). [Review of the book *Forced to fail: The paradox of school desegregation*]. *Contemporary Issues in Early Childhood* 9(1), 87-90.

Stairs, A. J. (2007). [Review of the book *Tanglewreck*]. *SIGNAL Journal*, 30(2), 37.

Editorials

Thorton, D., & Stairs-Davenport, A. (2023, Apr. 29). News media must reconsider approach to reporting on teachers. *Bangor Daily News*.
<https://www.bangordailynews.com/2023/04/29/opinion/opinion-contributor/news-media-must-reconsider-approach-to-reporting-on-teachers/>

DeRose, C., & Stairs-Davenport, A. (2022, Feb. 4). Maine Voices: Pandemic calls for us to rethink impossible expectations of teachers. *Portland Press Herald*.
<https://www.pressherald.com/2022/02/04/maine-voices-pandemic-calls-for-us-to-rethink-impossible-expectations-of-teachers/>

GRANT ACTIVITY

Stairs-Davenport, A. (2022). *Parents' perceptions of teachers during the COVID-19 pandemic*. USM Faculty Senate Research Grant, \$ 1,286.68

Stairs-Davenport, A. (2017). *Data collection and analysis in education research*. USM Center for Technology Enhanced Learning Grant, \$1,500.

Stairs-Davenport, A. (2016). *Learning to teach English language learners*. Center for Collaboration and Development Inaugural Grant Program for Research, Scholarship and Creative Activity, \$9,856.00.

Stairs-Davenport, A. (2016). *Learning to teach culturally and linguistically diverse students: Research project writing retreat*. USM School of Education Martin-Pond Faculty Fellowship Award, \$300.

Kiburis, A., Fallona, C., Stairs-Davenport, A., & Brown, R. (2014). *SMART for Schools Learning Lab: Summer programming and course supports*. Reading Matters to Maine Fund of the Maine Community Foundation. \$76,200.

Stairs, A. J. (2010). *Reading development and instruction*. USM Center for Technology Enhanced Learning Grant, \$2,000.

Stairs, A. J. (2010). *Examining participant outcomes in USM's Summer Reading and Writing Workshop*. USM Faculty Senate Research Grant, \$2,750.

Stairs, A. J. (2010). *Examining participant outcomes in USM's Summer Reading and Writing Workshop*. USM College of Education Martin-Pond Fellowship, \$3,000.

Stairs, A. J. (2009). *Content-based curriculum for English language learners*. USM Center for Technology Enhanced Learning Grant, \$2,000.

Groenke, S. L., and Stairs, A. J. (2008). *Teaching English language learners and immigrant students*. UT International and Intercultural Award, \$5,000.

Stairs, A. J. (2007). *Promoting multilingualism: Faculty learn spoken Spanish for the teaching professional*. UT International and Intercultural Award, \$3,740.

Stairs, A. J. (2004). *Preservice teacher learning in an urban school-university partnership*. Summer Dissertation Development Grant, Boston College, Lynch School of Education Award, \$1,500.

PROFESSIONAL PRESENTATIONS

Papers Presented at Professional Meetings: National/International

Stairs-Davenport, A., & Bradbury, M. (2020, February). *Practicing teachers' perspectives on teaching ELLs: Pairing traditional and listening guide methods of data analysis*. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.

Stairs-Davenport, A., & Bradbury, M. (2019, February). *Practicing teachers' perspectives on learning to teach ELLs in a linguistically heterogeneous state*. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.

Stairs-Davenport, A. (2017, February). *Reactive versus proactive: A study of practicing teachers' learning to teach ELLs*. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.

Stairs-Davenport, A., & Zeimer, A. (2015, April). *Teachers' knowledge, practices, and beliefs about teaching English language learners: Opportunities and challenges in a U.S. school district*. Paper presented at the Sino-American International Research Forum, Portland, ME.

Lee, R. E., & Stairs, A. J. (2013, May). *Moving teacher education into urban schools and communities: Focus on preservice teachers*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.

Stairs, A. J., & Mullins, N. (2012, March). *Intersecting identities: Developing the professional and personal for fulfilling teaching*. Paper presented at the meeting of TESOL Arabia, Dubai, UAE.

Mullins, N., & Stairs, A. J. (2012, March). *Addressing both language acquisition and literacy in the classroom*. Paper presented at the meeting of TESOL Arabia, Dubai, UAE.

Brown, C. L., & Stairs, A. J. (2011, April). *Beliefs and behavior toward heritage language by Korean parents*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

Brown, C. L., Stairs, A. J., & Aydeniz, M. (2011, April). *Problem solving differences: A comparative analysis of Japanese English language learner (ELL) and non-ELL middle school students in science*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

Stairs, A. J., & Brown, C. L. (2010, May). *The learning and practice of preservice teachers in an urban school-university partnership*. Paper presented at the meeting of the American Educational Research Association, Denver, CO.

Donnell, K. A., Stairs, A. J., Dunn, A. H., Ross, D. D., Dodman, S. L., & Vescio, V. (2010, May). *Research on urban teacher learning: The role of contextual factors across*

the professional continuum. Symposium presented at the meeting of the American Educational Research Association, Denver, CO.

Brown, C. L., & Stairs, A. J. (2010, May). *Dynamic relationships between heritage language and ethnic identity*. Paper presented at the meeting of the American Educational Research Association, Denver, CO.

Groenke, S. L., Stairs, A. J., Eshbaugh, J., and Duck, A. J. (2010, May). *Inquiring into equity: Using the equity audit as a starting point for socially-just practitioner inquiry*. Paper presented at the meeting of the American Educational Research Association, Denver, CO.

Stairs, A. J. (2009, April). *Connecting learning with practice: A study of outcomes for preservice teachers in an urban school-university partnership*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

Stairs, A. J. (2009, February). *The relationship between preservice teachers' learning and practice in an urban school-university partnership*. Paper presented at the meeting of the American Association of Colleges for Teacher Education, Chicago, IL.

Stairs, A. J. (2008, March). *Learning about the complexity of urban teaching: A study of outcomes for preservice teachers in a school-university partnership*. Paper presented at the meeting of the American Educational Research Association, New York, NY.

Stairs, A. J., et al. (2008, March). *Practitioners' voices in trying times*. Performance presented at the meeting of the American Educational Research Association, New York, NY.

Stairs, A. J. (2008, February). *Preservice teacher learning in an urban school-university partnership: Understanding the complexity of urban teaching*. Paper presented at the meeting of the American Association of Colleges for Teacher Education, New Orleans, LA.

Stairs, A. J., et al. (2007, February). *Practitioners' voices*. Invited symposium presented at the meeting of the Ethnography in Education Research Forum, Philadelphia, PA.

Stairs, A. J., & Shakman, K. (2006, January). *Becoming a teacher: Knowledge, inquiry, and action*. Symposium presented at the meeting of the American Association of Colleges for Teacher Education, San Diego, CA.

Stairs, A. J. (2005, April). *The debate around defining "highly qualified" teachers*. Symposium presented at the meeting of the American Educational Research Association, Montreal, Canada.

Donnell, K., Stairs, A. J., & Guttenberg, N. (2005, April). *Learning to teach for social justice through collaboration and inquiry: The Lynch School of Education*. Paper presented at the meeting of the American Educational Research Association, Montreal, Canada.

Stairs, A. J., & Brown, J. D. (2004, April). *Successes and challenges of multifaceted collaborations within a school-university partnership: Transforming a secondary*

curriculum and instruction course. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

Donnell, K., Stairs, A. J., & Guttenberg, N. (2004, February). *Collaboration and inquiry at the Lynch School of Education*. Paper presented at the meeting of the American Association of Colleges for Teacher Education, Chicago, IL.

Stairs, A. J. (2003, April). *Requisite variety and collaboration in teacher education: Partnering to improve secondary preservice teacher education*. Symposium presented at the meeting of the American Educational Research Association, Chicago, IL.

Papers Presented at Professional Meetings: Regional/State/Local

Stairs-Davenport, A. (2018, October). *Becoming an effective writing teacher: The keys to success*. Session presented at the Celebrating Children's Literature Conference, Brewer, ME.

Stairs-Davenport, A. (2017, October). *Using nonfiction to teach academic language to diverse learners*. Session presented at the Celebrating Children's Literature Conference, Waterville, ME.

Stairs-Davenport, A. (2017, October). *Supporting mainstream teachers of ELLs: Findings from current research*. Paper presented at the Language, Culture, and Identity Conference, Portland, ME.

Stairs-Davenport, A. (2017, May). *Reactive versus proactive policy and practice: Practicing teachers' learning to teach ELLs*. Paper presented at the USM Center for Collaboration and Development Spring Research Talk, Gorham, ME.

Stairs-Davenport, A. (2016, November). *Culturally and linguistically responsive teaching and Go-To Strategies*. Session presented at the meeting of Northern New England TESOL, Gorham, ME.

Stairs-Davenport, A. (2015, November). *How prepared are K-12 classroom teachers to effectively teach ELLs?* Session presented at the meeting of Northern New England TESOL, Durham, NH.

Stairs-Davenport, A. (2015, October). *Teaching vocabulary to ELLs: Central issues and practical strategies*. Session presented at the Celebrating Children's Literature Conference, Waterville, ME.

Stairs-Davenport, A. (2014, November). *Supporting ELLs' literacy development with engaging, evidence-based practices*. Session presented at the meeting of Northern New England TESOL, Brattleboro, VT.

Stairs-Davenport, A. (2014, October). *Great questions and engaging discussions = Improved reading comprehension*. Session presented at the Celebrating Children's Literature Conference, Brewer, ME.

Stairs-Davenport, A. (2013, October). *Improving independence and comprehension by questioning the text*. Session presented at the Celebrating Children's Literature Conference, Brewer, ME.

Stairs, A., Dix, A, Ende, L., & Vallee, G. (2013, September). *Teachers as researchers: Improving literacy instruction from the inside out*. Session presented at the meeting of the New England Reading Association, Portland, ME.

Stairs, A. J. (2005, April). *Preservice teacher learning in an urban school-university partnership*. Paper presented at the meeting of the New England Educational Research Organization, Northampton, MA.

Stairs, A. J. (2004, April). *The controversy around defining “highly qualified” teachers*. Paper presented at the meeting of the New England Educational Research Organization, Portsmouth, NH.

Papers Accepted but Not Presented

Stairs-Davenport, A. (2014, September). *Supporting ELLs’ literacy development with engaging, evidence-based practices*. Paper accepted for presentation at the meeting of the New England Reading Association, Springfield, MA.

Stairs, A. J., & Groenke, S. L. (2010, February). *Equity audits as a starting point for practitioner inquiry with preservice teachers*. Paper accepted for presentation at the meeting of the Ethnography in Education Research Forum, Philadelphia, PA.

Invited Professional Development Presentations

Stairs-Davenport, A. (2023, August). *Teaching multilingual students: Strategies for success*. Three customized, grade-level sessions presented in Biddeford, Dayton, and Saco School Districts.

Stairs-Davenport, A. (2023, February & March). *What is Literacy?* Two sessions presented at Windham High School, Windham, ME.

Stairs-Davenport, A. (2019, June). *Differentiating curriculum and instruction for ELLs*. Session presented at Biddeford School District, Biddeford, ME.

Stairs-Davenport, A. (2019, March). *Effectively supporting ELLs, Part II*. Session presented at Biddeford Career and Technical Center, Biddeford, ME.

Stairs-Davenport, A. (2019, February). *Effectively supporting ELLs*. Session presented at Biddeford Career and Technical Center, Biddeford, ME.

Stairs-Davenport, A. (2018, August). *Effectively supporting ELLs*. Session presented at RSU 21 Kennebunk Elementary School, Kennebunk, ME.

Stairs-Davenport, A. (2017, July). *What is practitioner research and what is the role of the IRB?* Continuing Education Session presented to the USM Institutional Review Board, Portland, ME.

Stairs-Davenport, A. (2017, January). *Culturally and linguistically responsive teaching and Go-To Strategies*. Session presented at Mahoney Middle School, South Portland, ME.

Stairs-Davenport, A. (2017, January). *Teaching vocabulary to ELLs: Central issues and practical strategies*. Session presented at Mahoney Middle School, South Portland, ME.

Stairs-Davenport, A. (2017, January). *The basics of effective instruction for ELLs*. Session presented at Mahoney Middle School, South Portland, ME.

Stairs-Davenport, A. (2016, May). *Working with ELLs: Culturally and linguistically responsive teaching and Go-To Strategies*. Two customized, grade-level sessions presented at Biddeford Intermediate School, ME.

Stairs-Davenport, A. (2015, August). *Differentiating for ELLs: A workshop for Biddeford teachers*. Five customized, grade-level sessions presented in Biddeford School District, ME.

Stairs-Davenport, A. (2015, April). *Teaching English language learners: A workshop for Biddeford K-5 teachers*. Session presented in Biddeford School District, ME.

Stairs-Davenport, A. (2014, Spring). *Teaching English language learners: A workshop for Westbrook teachers, Parts I & II*. Eight customized, grade-level sessions presented in Westbrook School District, ME.

Brown, C. L., & Stairs, A. J. (2009, February). *Supporting English language learners*. Session presented at the Crossing Borders in Our Classrooms with English Language Learning Students Conference, Knoxville, TN.

Stairs, A. J. (2008, June). *Tennessee secondary English standards*. Session presented at the Stokely Conference for Teaching Writing, Knoxville, TN.

Groenke, S. L., & Stairs, A. J. (2007, August). *Making the connection: Using adolescent literature to help students develop 21st century skills*. Session presented at the Williamson County Professional Development Conference, Franklin, TN.

ACADEMIC SERVICE

University Service Record

2009-present	University of Southern Maine, Gorham, ME
2023-present	Teacher Education Alliance of Maine (TEAMe) Member, University of Southern Maine
2023-present	UMS Education Deans and Directors Committee, University of Maine System
2020-present	SEHD Scholarship Committee
2020-present	MEd in Instructional Technology Steering Committee, University of Maine System
2019-present	Associate Dean, School of Education and Human Development
2022	Co-Chair, PhD Program in Public Policy, Educational Leadership and Policy, University of Southern Maine
2022	Acting Chair, Counselor Education Department, University of Southern Maine
2022	Co-Chair, Full Professor and Chair of Counselor Education Search Committee, University of Southern Maine
2021	Co-Chair, Associate Professor and Director of Educator Preparation and Accreditation Search Committee, University of Southern Maine

10/15/2023

2020-2023 Education Statewide Strategic Program Plan Member, University of Maine System

2020-2021 Acting Director of Educator Preparation and Accreditation, University of Southern Maine

2019-2020 Online Maine TESOL Program Co-Leader, University of Southern Maine

2019-2020 University of Maine System Faculty Ambassador, Orono, Maine

2017-2019, Department Chair, Literacy, Language, and Culture, University of Southern Maine

2011-2014, Program Coordinator, Literacy, Language, and Culture/Literacy Education, University of Southern Maine

2014-2017, Chair, Literacy, Language and Culture Lecturer in TESOL Search Committee, University of Southern Maine

2010-2011 Chair, Literacy, Language and Culture Assistant Professor of Literacy Education Search Committee, University of Southern Maine

2019 Chair, Literacy, Language and Culture Lecturer of Literacy Education Search Committee, University of Southern Maine

2018 PhD in Educational Leadership and Policy Admissions Committee, University of Southern Maine

2018 Educational and School Psychology Faculty Search Committee, University of Southern Maine

2017-present Research Advisory Committee, University of Southern Maine

2015-2016 Academic Portfolio Review and Integration Process (APRIP) Education Sub-Group, University of Maine System

2015-2019 SEHD Leadership Team, University of Southern Maine

2015 Counselor Education Faculty Search Committee, University of Southern Maine

2014-present Associate Provost for Research, Scholarship, and Creative Activity and Graduate Studies Search Committee, University of Southern Maine

2014 Counselor Education Faculty Search Committee, University of Southern Maine

2013 Institutional Review Board, University of Southern Maine

2013 Professional Education Council, University of Southern Maine

2013-present Co-Chair, The Student Experience in the College of Management and Human Service, University of Southern Maine

2012-2015, Graduate Council, University of Southern Maine

2020-present Faculty Senator, School of Education and Human Development, University of Southern Maine

2012 Curriculum Committee, (Co-Chair and Chair, 2012-2019), School of Education and Human Development, University of Southern Maine

2011-2019 Summer Reading and Writing Workshop Faculty Liaison, University of Southern Maine

2011-2013 Literacy Education ESL Faculty Search Committee Chair, University of Southern Maine

2010-2019 Southern Maine Writing Project Literacy Faculty Liaison, University of Southern Maine

2010-2014 Literacy Education ESL Faculty Search Committee, University of Southern Maine

2010 Convocation Planning Committee, University of Southern Maine

2009-2010 Literacy Education Faculty Search Chair, University of Southern Maine

2009-2010 **University of Tennessee, Knoxville, TN**

2008-2009 Middle Grades Curriculum Committee Chair

2007-2009 Middle Grades Admissions Board Member & Coordinator
 2006-2009 English Education Middle Grades Program Advisor
 2006-2009 English Education Admissions Board Member & Coordinator
 2006-2009 Middle Grades Committee
 2006-2009 Secondary Committee
 2006-2009 International and Intercultural Committee
 2008 Middle Grades Committee, Interim Chair
 2008 *International and Intercultural Newsletter* Editor
 2008 *Middle Grades Summer Field Experience Handbook* Creator
 2007, 2008 *Life of the Mind* Book Discussion Facilitator
 2007 Spring Retreat Book Discussion Leader

Public Service Record

2023 Windham High School Literacy Consultant, Windham, ME
 2023, 2018-2020 Biddeford/Dayton/Saco ESOL Consultant, Biddeford, ME
 2018 RSU #21 Kennebunk ESOL Consultant, Kennebunk, ME
 2017 South Portland School District ESL Consultant, South Portland, ME
 2022-present Narragansett Elementary School Literacy Volunteer, Gorham, ME
 2016-2018 Biddeford Elementary Schools' ESOL Consultant, Biddeford, ME
 2012-2014 Westbrook Middle School Literacy Consultant and Literacy Team Member, Westbrook School District Literacy for ME Team, Westbrook School District ESL Consultant, Westbrook, ME
 2010-2011 Kennebunk Elementary School Literacy Consultant, Kennebunk, ME
 2010 Cathedral School Diversity and English Language Learner Study Group Facilitator, Portland, ME
 2009-2010 RSU #23 Saco, Dayton, & Old Orchard, Middle School Reading Study Group Facilitator, Saco, ME
 2008 Knox County Council PTA Reflections Contest Judge, Knoxville, TN
 2007-2008 West High School English Curriculum Revision and Research Committee, Knoxville, TN
 2007 Williamson County School District Literacy Consultant, Franklin, TN
 1994-present Colby College Alumni Admissions Volunteer, Waterville, ME
 1990-2020 Dirigo Girls State Education Director, Board of Directors, Senior Counselor, Samsung Scholarship Committee Chair, Mock Trial Committee Chair, Populist Party Advisor, Bangor, ME

Professional Service Record

2023-present *Wellspring: A Practitioner Journal of Literacy and Language Education* Co-Editor in Chief
 2022-present *Deeper Learning Journal of Practice* Editorial Board Member
 2020 Maine Department of Education State Program Review Team, Orono, ME
 2019 Maine State ELA Content Standards Review Steering Committee, Augusta, ME
 2017-present Reviewer for *Journal of Practitioner Research*
 2014-2019 Maine Department of Education, State Literacy Team, Augusta, ME
 2012-present Reviewer for *The Educational Forum*: Journal Won 2016 Silver Award from AERA for Scholarly/Technical/Scientific Journal Category; Won Association TRENDS All Media Contest, Bronze (2014, 2017), Silver (2015)
 2013, 2014 Reviewer for *New England Research Organization* Annual Meeting Proposals
 2012-2020 Reviewer for *TESOL Journal*

- 2011-2021 Maine Department of Education, Higher Education Literacy Faculty Group, Augusta, ME
- 2010-2020 Reviewer for *Networks: An Online Journal for Teacher Research*
- 2002-2010 Reviewer for *Teacher Education and Practice*
- 2001-2009 Reviewer for *Journal of Teacher Education*
- 2008-2009 Higher Education Representative, Tennessee Association of Middle Schools Board of Directors
- 2008 Discussant for session *Learning to Support Diverse Learners* at AERA Annual Meeting, New York, NY
- 2008 Chair for session *Co-Teaching and Collaboration* at AERA Annual Meeting, New York, NY
- 2007, 2008 Reviewer for Annual Meeting Proposals, AERA
- 2006 Guest Reviewer for *Teaching Education*

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

- 2014-present Northern New England TESOL (NNETESOL)
- 2009-2019 New England Reading Association (NERA)
- 2008-present International Literacy Association (ILA)
- 2001-present American Educational Research Association (AERA): Member of Professional Development School Research; Urban Learning, Teaching, and Research; Research in Reading and Literacy; and Teachers as Researchers Special Interest Groups
- 1999-present National Council of Teachers of English (NCTE)
- 1994-present Maine Teaching License, English Grades 7-12
- 2006-2009 UT Association of Women Faculty (AWF)
- 2002-2010 Phi Delta Kappa International (PDK)
- 2002-2006 Urban Network to Improve Teacher Education (UNITE)
- 2001-2004 Massachusetts Coalition for Teacher Quality and Student Achievement

HONORS AND AWARDS

- 2020 President's Award for Faculty Excellence
University of Southern Maine, Gorham, ME
- 2016 Faculty Senate Award for Teaching Excellence
University of Southern Maine, Gorham, ME
- 2006 Contribution to Community Award
Lynch School of Education
Boston College, Chestnut Hill, MA
- 2003 Donald J. White Teaching Excellence Award
Boston College, Chestnut Hill, MA
- 2001 Outstanding Teacher Award
Cherry Creek High School, Englewood, CO