

ANDREA J. STAIRS
University of Southern Maine
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37 College Avenue
Gorham, ME 04038
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astairs@usm.maine.edu

EDUCATION

- 2006 Ph.D. Boston College, Chestnut Hill, MA
Area of Specialization: Curriculum & Instruction
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

- 2012-present **Associate Professor, Literacy Education**
Literacy, Language, and Culture Department (LLC)
School of Education and Human Development
University of Southern Maine, Gorham, ME
- 2009-present **Assistant Professor, Literacy Education**
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
- EDU 620 Reading Development and Instruction
- EDU 634 Seminar in Literacy Research
- EDU 635 Seminar in Second Language Literacy
- EDU 665 Directed Study (CAS Capstone Course)

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)

PUBLICATIONS

Refereed Articles

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). Retrieved from http://wac.colostate.edu/atd/second_educ/hrenko_stairs.cfm

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. Retrieved from <http://www.eric.ed.gov/PDFS/EJ912044.pdf>

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.

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

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.

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.

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. (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.

Chapters in Edited Books

Stairs, A. J., & Friedman, A. F. (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.

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.

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. Ramsy (Eds.), *Investigating University-School Partnerships* (pp. 95-118). Charlotte, NC: Information Age Publishing.

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. (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.

Invited Articles in Refereed Journals

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.

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, and 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>

Book Reviews

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.

GRANT ACTIVITY

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

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

Brown, C. L., & Stairs, A. J. (2009, February). *Supporting English language learners*. Invited 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*. Invited 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*. Invited session presented at the Williamson County Professional Development Conference, Franklin, TN.

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, 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.

ACADEMIC SERVICE

University Service Record

2013-present	Institutional Review Board (IRB) Member, University of Southern Maine
2013	Associate Provost & Graduate Dean Search Committee Member, University of Southern Maine
2013	Counselor Education Lecturer Search Committee Member, University of Southern Maine
2012-present	Professional Education Council Member, University of Southern Maine
2012	Co-Chair, The Student Experience in the College of Management and Human Service, University of Southern Maine
2011-present	Department Chair, Literacy, Language, and Culture, University of Southern Maine
2011-present	Graduate Council Member, University of Southern Maine
2011-2013	Faculty Senator, School of Education and Human Development, University of Southern Maine
2010-present	Curriculum Committee, (Co-Chair, 2012-present), School of Education and Human Development, University of Southern Maine
2010-present	Summer Reading and Writing Workshop Faculty Liaison, University of Southern Maine
2009-present	Southern Maine Writing Project Literacy Program Liaison, University of Southern Maine
2010-2011	Literacy Education Program Coordinator, University of Southern Maine
2010-2011	Literacy Education ESL Search Committee Chair, University of Southern Maine
2009-2010	English as a Second Language Study Group, University of Southern Maine
2010	Literacy Education ESL Search Committee Member, University of Southern Maine
2009-2010	Convocation Planning Committee, University of Southern Maine
2009-2010	Literacy Education Search Chair, University of Southern Maine
2008-2009	Middle Grades Curriculum Committee Chair, University of Tennessee
2007-2009	Middle Grades Admissions Board Member & Coordinator, University of Tennessee
2006-2009	English Education Middle Grades Program Advisor, University of Tennessee

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2006-2009 English Education Admissions Board Member & Coordinator, University of Tennessee
 2006-2009 Middle Grades Committee, University of Tennessee
 2006-2009 Secondary Committee, University of Tennessee
 2006-2009 International and Intercultural Committee, University of Tennessee
 2008 Middle Grades Committee, Interim Chair, University of Tennessee
 2008 International and Intercultural Newsletter Editor, University of Tennessee
 2008 Middle Grades Summer Field Experience Handbook Creator, University of Tennessee
 2007, 2008 Life of the Mind Book Discussion Facilitator, University of Tennessee
 2007 Spring Retreat Book Discussion Leader, University of Tennessee
 2007 Doctoral Seminar Presenter, University of Tennessee
 2002-2006 Doctoral Advisory Committee, Boston College

Public Service Record

1994-present Colby College Alumni Admissions Volunteer, Waterville, ME
 1990-present Dirigo Girls State Senior Counselor, Samsung Scholarship Committee Chair, Mock Trial Committee Chair, Populist Party Advisor, Bangor, ME
 2012-present Westbrook Middle School Literacy Consultant and Westbrook School District Literacy for ME Team, 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

Professional Service Record

2012-2014 Reviewer for *The Educational Forum*
 2012-present Reviewer for *TESOL Journal*
 2010-present Reviewer for *Networks: An Online Journal for Teacher Research*
 2002-present 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

2008-present International Reading Association (IRA)
 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 Teaching License, English grades 7-12 (Colorado, Maine)
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

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