

LINDA WHALEN ABRAMS

EDUCATION

PhD, Teacher Education and Teacher Development, *Montclair State University, 2016*

Dissertation: *Negotiating a Mentoring Practice in an Age of Reform*

Dissertation Chairs: Dr. Ana Maria Villegas and Dr. Kathryn Herr

M.Ed., Social Studies Education, *Graduate School of Education, Rutgers University, 1989*

B.A., American Studies, *Douglass College, Rutgers University, 1977*

Principal and School Administrator Credential, *New Jersey, 2004*

Supervisor Credential, *New Jersey, 1997*

Single Subject Social Studies Credential, *New Jersey, 1989*

RESEARCH, TEACHING, AND OTHER EDUCATIONAL EXPERIENCE

Collaborating Teacher Coach, *Woodrow Wilson Teaching Fellowship-Montclair State University Urban Teaching Residency, August 2014-present*

- Lead summer institutes for collaborating teachers in preparation for their work as co-teacher educators in Newark and Orange public schools
- Hold regular meetings with collaborating teachers and design and implement professional development experiences for them
- Conduct ongoing observation cycles of collaborating teacher-resident fellow dyads during teaching and mentoring dialogues
- Monitor and support the improvement of collaborating teachers' performance
- Co-teach the field component of *Inquiry into Knowledge, Learning, and School*, a two semester graduate course required for completion of the Master of Arts in Teaching degree

Induction Coach, *Newark-Montclair Urban Teaching Residency, September 2015-present*

- Provide induction support for third year resident graduate employed by Newark Public Schools, including bi-weekly classroom observations, lesson planning support, and interface with school administration

Doctoral Fellow, *Montclair State University, August 2010-June 2014*

- Served as faculty research assistant for Drs. Ana Maria Villegas, Monica Taylor, and Jeremy Price
- Taught *Leadership in Self-Study and Action Research of Teaching Practices*, a graduate course in the Secondary and Special Education Department.
- Taught *Action Research*, a course in the Education Foundations Department required for completion of the Masters in Educational Leadership.
- Conducted longitudinal, qualitative research to document the outcomes of the NMUTR teacher residency model, informed evolving program design, and contributed to general teacher education reform efforts

Teacher, *Ranney School, Tinton Falls, NJ, September 2007-June 2010.*

- Taught *Advanced Placement United States History, United States History, and United States Government and Politics*
- Served as Lead Teacher for the Professional Development Committee

Lecturer, Rutgers University, August 2006-September 2007

- Taught *Expository Writing*

Administrative Supervisor for Innovative Programs, Learning Centers and Academies, Freehold Regional High School District, NJ, August 2004 to June 2006

- Directed the research and development of new initiatives in the areas of curriculum and professional development for all subject areas
- Planned for and implemented the superintendent's initiative *Teaching for Understanding*, including the development of professional development workshops for curriculum writing and instructional planning
- Developed district strategic plan and budget for curriculum and professional development
- Coordinated district participation in the New Jersey Performance Assessment Alliance pilot project, including training, data analysis, and action planning
- Coordinated the application of technology to instruction and curriculum development
- Supervised and coordinated 13 magnet learning centers and academies located in 6 high schools
- Provided direction to department supervisors in district learning centers and academies for development of curriculum, evaluation of instruction, and professional development
- Facilitated community outreach and public information for learning centers and academies through program web pages, open house programs, and press releases
- Directed student recruitment, application, and placement for learning centers and academies
- Developed strategic plans and budgets, allocated capital and human resources, and monitored teacher quality and student performance for learning centers and academies

District Supervisor for Social Studies, Freehold Regional High School District, Englishtown, NJ, April 2002-June 2006

- Assisted central office administration in development of grant applications, professional development plans, district-wide educational policy, budget, scheduling, district reports, and long range district goals
- Directed district administrative tasks associated with curriculum and instruction in the area of social studies, including the planning, organization, implementation and evaluation of all aspects of the program of study
- Assisted the Assistant Superintendent for Human Resources in the recruitment, screening, selection and orientation of new personnel for social studies

Supervisor of Social Studies and the International Studies Specialized Learning Center, Freehold Township High School, Freehold, NJ, January 2000-June 2004

- Acted in both an evaluative and advisory capacity for members of the department
- Directed the review and revision of ten courses of study
- Conducted department and district curriculum team meetings
- Responsible for department budgeting, ordering and inventory
- Developed, implemented and evaluated department and school-wide goals

Teacher, Freehold Township High School, Freehold, NJ, September 1992-July 2002

Teacher, *Old Bridge High School, Old Bridge, NJ, September 1988-June 1992*

Teacher, *Union Catholic High School, Scotch Plains, NJ, September 1984-June 1986*

PEER REVIEWED JOURNAL ARTICLES

Taylor, M., Klein, E.J., Onore, C., Strom, K., & **Abrams, L.** (*Accepted with Revisions*). Exploring inquiry in the third space: Case studies of the first year in an urban teacher residency program. *The New Educator*.

Cochran-Smith, M., Villegas, A. M., **Abrams, L.**, Chavez-Moreno, L., Mills, T., & Stern, R. (2015). Critiquing teacher preparation research: An overview of the field, part two. *Journal of Teacher Education*.

Taylor, M., Klein, E.J., **Abrams, L.** (2014). Tensions of re-imagining our roles as teacher educators in a third space: Revisiting a co/autoethnography through a faculty lens. *Studying Teacher Education*, 10(1), 3-19.

Klein, E.J., Taylor, M., & Onore, C., Strom, K., **Abrams, L.** (2013). Finding a third space in teacher education: Creating an urban teacher residency with Montclair State University and the Newark public schools. *Teaching Education*, 24(1), 27-57.

BOOK CHAPTERS

Cochran-Smith, M., Villegas, A. M., **Abrams, L.**, Chavez-Moreno, L., Mills, T., & Stern, R. (in press). Research on teacher preparation: Charting the landscape of a sprawling field. Chapter in D. Gitomer & C. Bell (eds.), *Handbook of research on teaching*, Washington, DC: AERA.

Abrams, L., Dacey, C., Mills, T., & Strom, K. (in press). The future of self-study: Through and with technology. Chapter in D. Garbett & A. Ovens (eds.), *Being a self-study researcher in a digital world: Future oriented research and pedagogy in teacher education*. Dordrecht: Springer Academic Publishers.

Klein, E. J., Monteiro, A. K., Kallai, K. S., Romney, W., & **Abrams, L.** (2016). Articulating the intimate knowledge of teaching: Mentors and faculty design protocols to explore video artifacts of teaching. Chapter in M. Taylor & E. Klein (eds.), *A year in the life of a third space urban teacher residency: Using inquiry to reinvent teacher education*. Rotterdam: Sense Publishing.

Strom, K., Abi-Hanna, R., Dacey, C., Duplaise, J., **Abrams, L.** (2014). Exploring and connecting lines of flight. In M. Taylor & L. Coia (eds.), *Gender, feminism, and queer theory in the self-study of teacher education practices*. Rotterdam: Sense Publishing.

PEER REVIEWED CONFERENCE PROCEEDINGS

- Abrams, L., Strom, K., Dacey, C., Dauplaise, J., & Abi-Hanna, R., (2014).** Engaging with theory through self-study. In L. B. Erickson, J. R. Young, S. Pinnegar (Eds.), *Proceedings of the 10th International Conference on Self Study of Teacher Education Practices*, East Sussex, England. Provo, UT: Brigham Young University.
- Abrams, L., Strom, K., Abi-Hanna, R., Bess, N., Collucci, M., Dacey, C., Dauplaise, J., Mastellone, S., & Taylor, M. (2012).** "I am what I am not yet": Becoming teacher educators and change agents. In L. B. Erickson, J. R. Young, S. Pinnegar (Eds.), *Proceedings of the 9th International Conference on Self Study of Teacher Education Practices*, East Sussex, England. Provo, UT: Brigham Young University.
- Taylor, M., **Abrams, L.**, Klein, E., Wray, S., Strom, K., Cordero, E., Silva, J., Famularo/Blazquez, T., Scipio, M., Scott, K., Panitch, A., Romney, W., Brown, C., Barzaga, B., Mooney, E., Rozek, T., Lidman, L., Abreu, I., Monteiro, A., Rincon, R.. (2012). Shape shifting or becoming third space teacher educators?: A co/autoethnographic self-study of mentors and faculty. In L. B. Erickson, J. R. Young, S. Pinnegar (Eds.), *Proceedings of the 9th International Conference on Self Study of Teacher Education Practices*, East Sussex, England. Provo, UT: Brigham Young University.
- Tidwell, D., Farrel, J., Brown, N., Taylor, M., Coia, L., Abi-Hanna, R., **Abrams, L.**, Dacey, C., Duplaise, J., & Strom, K. (2012). The transformative nature of self-study. In L. B. Erickson, J. R. Young, S. Pinnegar (Eds.), *Proceedings of the 9th International Conference on Self Study of Teacher Education Practices*, East Sussex, England. Provo, UT: Brigham Young University.

REFEREED SCHOLARLY PRESENTATIONS

- Abrams, L., Dacey, C., Mills, T., & Strom, K. (accepted for April, 2016).** *Working the tensions of technology, relationships and embodied materiality in a self-study community.* Paper to be presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Abrams, L., Dacey, C., Mills, T., & Strom, K. (accepted for August, 2016).** *I, teacher educator: Grappling with ethical responsibility, hybrid pedagogies, and neoliberal agendas in 'mangled' educational spaces.* Paper to be presented at the 11th International Conference on Self Study of Teacher Education Practices, East Sussex, England.
- Abrams, L., Strom, K., Dauplaise, J., Abi-Hanna, R., Dacey, C. (2014).** *Engaging with theory in self-study research.* Paper presented at the 10th International Conference on Self Study of Teacher Education Practices, East Sussex, England.
- Abrams, L. (April, 2014).** *Representations of cooperating teachers' practice knowledge in empirical research.* Paper presented in symposium organized by L. Abrams, The Mentoring Dilemma in an Age of School-Based Teacher Preparation, for the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Cochran-Smith, M. Villegas, A. M., Chavez-Montero, L., Mills, T., Stern, R., & **Abrams, L. (April, 2014).** *Research on the student teaching experience.* Paper presented in symposium organized by M. Cochran-Smith and A. M. Villegas, Research on teacher preparation: Charting the landscape of a

Sprawling Field. Invited session for the annual meeting of the American Educational Research Association, Philadelphia, PA.

- Abrams, L.**, (2013). *Research on teachers as collaborators in clinical preparation of teacher candidates*. Paper presented in symposium organized by M. Cochran-Smith and A. M. Villegas, Research on teacher education: Conceptualizing the field. Invited session for the American Educational Research Association, San Francisco, CA.
- Abrams, L.**, Strom, K., Abi-Hanna, R., Bess, N., Collucci, M., Dacey, C., Dauplaise, J., & Mastellone, S. & Taylor, M. (2012). *I am what I am not yet*. Paper presented at the 9th International Conference on Self Study of Teacher Education Practices, East Sussex, England.
- Abrams, L.**, Taylor, M., & Strom, K. (2012). *Shape shifting or becoming third space teacher educators? A co/autoethnographic self-study of mentors and faculty*. Paper presented at the 9th International Conference on Self Study of Teacher Education Practices, East Sussex, England.
- Tidwell, D., Farrel, J., Brown, N., Taylor, M., Coia, L., Abi-Hanna, R., **Abrams, L.**, Dacey, C., Duplaise, J., & Strom, K. (2012). *The transformative nature of self-study*. Presidential session of the 9th International Conference on Self Study of Teacher Education Practices, East Sussex, England.
- Taylor, M., Klein, E. J., Strom, K., & **Abrams, L.** *A year in the third space: The praxis of inquiry*. Paper presented in symposium organized by K. Strom & M. Taylor, Urban teacher residencies, year one: Looking across models and contexts, annual meeting of the American Educational Research Association, Vancouver, Canada.
- Taylor, M. & **Abrams, L.** (2012). *Exploring the Possibility of Third-Space in Teacher Education*. Paper presented at the Invisible College for Research on Teaching, Vancouver, Canada.
- Abrams, L.** (2012). *Practicing Practice: Making a Case For or Against Preparing Teachers in Schools*. Paper presented at the Montclair State University Student Symposium, Montclair, NJ.
- Taylor, M., Klein, E. J., Strom, K., & **Abrams, L.** (2012). *A year in the third space: The praxis of inquiry*. Paper presented at the Montclair State University Student Symposium, Montclair, NJ.
- Abrams, L.**, Strom, K., Abi-Hanna, R., Bess, N., Collucci, M., Dacey, C., Dauplaise, J., & Mastellone, S. & Taylor, M. (2012). *I am what I am not yet*. Paper presented at the Ethnography in Education Forum, Philadelphia, PA.
- Taylor, M., Klein, E. J., Strom, K., & **Abrams, L.** (2012). *A year in the third space: The praxis of inquiry*. Paper presented at the Ethnography in Education Forum, Philadelphia, PA.
- Abrams, L.** Taylor, M. Klein, E. J., & Strom, K. (2012). *Shape shifting or becoming third space teacher educators?: A co/autoethnographic self-study of mentors and faculty*. Paper presented at the Ethnography in Education Forum, Philadelphia, PA.

PROFESSIONAL SERVICE

2015- Reviewer, *Proceedings of the 10th International Conference on Self Study of Teacher Education Practices*

2014-Reviewer, *Proceedings of the 10th International Conference on Self Study of Teacher Education Practices*

2012-Reviewer, *Proceedings of the 9th International Conference on Self Study of Teacher Education Practices*

2012-Reviewer, *Journal of Teacher Education*

ASSOCIATION MEMBERSHIPS

American Educational Research Association member, August 2010-present

- Member of Division K, Teacher Education
- Member of Self-Study Special Interest Group
- Member of Mentoring Special Interest Group
- Member of Teachers as Researchers Special Interest Group
- Member of Qualitative Research Special Interest Group (SIG)

GRANTS, HONORS, AND AWARDS

Doctoral Fellowship, August 2010-June 2014

Awarded one of two fellowships for the first cohort of the PhD in Teacher Education and Teacher Development. Tuition and Stipend approximately \$40,000 per year

Recognition for Excellent Research, April 2012

Recognition by the College of Education and Human Services for outstanding research following the presentation of "The Inquiry of Praxis" at the Montclair State University Student Symposium

Teacher of the Year, 1996

Freehold Township High School, Governor's Teacher Recognition Program

Award for Dedication to Educating Young Women, 1996 and 1997

Recognition by Douglass College, Rutgers University

Award for Community Service in New Jersey Global Leadership, 1995

Recognition by the Foreign Policy Association for development of curriculum materials and professional development workshops

Distinguished Teacher Award, 1994

Recognition by the White House Commission on Presidential Scholars

Teacher of the Year, 1992

Old Bridge Township Schools, Governor's Teacher Recognition Program