

Carolyn L. Ross

1000 N. Church Street
Moorestown, NJ 008057

(201) 230-9010
carolyn.ross@knowlesteachers.org

EDUCATION

- May 2019 **Ed.D. Rutgers Graduate School of Education**, New Brunswick, New Jersey
Concentration: Teacher Leadership. GPA: 4.00
- May 2010 **Ed.M. Rutgers Graduate School of Education**, New Brunswick, New Jersey
Five-year Teacher Certification Program, English Language Arts. GPA: 4.00
- May 2009 **B.A. Rutgers University, Rutgers College**, New Brunswick, New Jersey
Major: English, Minor: Political Science. Cumulative GPA: 3.73/4.00 *Magna Cum Laude*

PROFESSIONAL EXPERIENCE

- March 2020 **Program Officer for Teacher Development
Knowles Teacher Initiative; 2020 to present**
- Work collaboratively to plan, coordinate, and facilitate professional development for Knowles Teaching Fellows (early career high school Math and Science teachers).
 - Build and nurture mentoring relationships with Fellows, supporting their growth toward becoming teacher leaders.
 - Collaborate with and support Fellows in widening their sphere of influence.
 - As part of a team, formatively evaluate the professional development of Fellows toward their continuous growth.
 - Review criteria and select Teaching Fellows with a team, working to ensure consistency and fairness of the selection process.
 - Participate in committees that advance the organization's goals.
 - Contribute to the Senior Fellows program by working alongside Senior Fellows and fellow staff members to publish the Knowles Teacher Initiative journal *Kaleidoscope: Educator Voices and Perspectives*.
- May 2016 **Instructional Coach
Somerville School District, Somerville, NJ; 2016-2020**
- Collaborate with subject supervisors and the Director of Curriculum and Instruction to enhance the professional learning of district educators.
 - Work cooperatively with building administrators to support teachers and foster effective learning environments.
 - Plan, coordinate, and conduct district and school-wide professional development programs, including a three-year school-wide professional development plan to support high school teachers in the transition to a new block schedule.
 - Facilitate collaborative teacher learning groups.
 - Create and provide support for strategic peer partnerships enabling teachers to learn from each other.
 - Sustain instructional coaching relationships with novice and veteran teachers.
 - Model instructional strategies in classrooms.
 - Conduct informal observations and provide targeted and actionable feedback.
 - Engage in co-teaching partnerships with teachers piloting new curricula or instructional approaches.
 - Successfully build relationships, establish trust, and lessen fears in order to move stakeholders along a continuum toward positive change.
 - Develop NJSLS aligned curricula and materials for English grades 6-12.
 - Facilitate English department meetings and coordinate curriculum implementation in English classrooms.
- Dec. 2015 **Instructional Coach
Rutgers Collaborative Coaching Project, Jersey City, NJ; 2015-2016**
- Worked directly with individual teachers in high poverty urban schools in a collaborative coaching capacity aimed to strengthen teacher implementation of evidence based instructional and behavioral management strategies.

- Conducted formative observations and collected data used to collaboratively form specific and measurable teacher practice goals.
- Met weekly with teachers to review observation data, provide resources, provide supports such as modeling and practice opportunities, and assess progress.
- Collaborated with key stakeholders, including teachers, instructional coaches, administrators, and principal investigators to enhance dynamic partnerships and support teacher growth.

Jan. 2015

Training Coordinator

School System Improvement Project, Rutgers University, New Brunswick, NJ; 2015-2016

- Conduct targeted professional development for teachers in high-needs, charter school districts throughout NJ including one-on-one and small group instructional support and coaching.
- Supervise, train, and evaluate school-based instructional coaches. Support coaches in their work with individual teachers, including goal setting, plan development, and progress assessment.
- Implement teacher evaluation system toward formative teacher learning and growth.
- Conduct classroom observations of teacher constituents and provide feedback to support teacher growth. Assist teachers in use of feedback to inform instructional practices.
- Support teachers in the collection and use of student assessment data for data-based instructional decision-making.

May 2014

Writing Instructor

Educational Opportunity Fund Summer Institute, Rutgers University; 2014-present

- Teach foundational writing courses for incoming freshmen designed to strengthen their skills and prepare them for the rigorous expectations of college-level writing.
- Design text pairings and synthesis assignments encouraging students to think deeply and creatively about complex and relevant topics.
- Facilitate lessons and group discussions empowering students with the skills necessary to craft original claims supported by textual evidence.
- Collaborate with colleagues and counselors to support students' growth and academic confidence.

May 2013

Part Time Lecturer

Writing Department, Rutgers University, New Brunswick, NJ; 2013-present

- Instruct Expository Writing courses designed to equip students with the reading, writing and thinking skills necessary to engage in intellectual conversation on topics of consequence.
- Conduct Hybrid Expository Writing courses using the university's Learning Management System and Google Drive, employing effective online learning alternatives and extensions to traditional in-class instructional models.
- Provide directed writing instruction to students of varying ability and preparations.

Sept. 2010

English Teacher

Hightstown High School, East Windsor, NJ; September 2010-2015

- Courses: English 9, English 10, Humanities 10, Creative Writing, Mercer CCC Eng. Comp.
- Created and conducted in-district professional development workshops
- Wrote and designed district curricula aligned to the Common Core Standards for grades 9-12. English courses, including units, suggested lesson plans, teacher resources and varied modes of assessment.
- Acted as a teacher leader by implementing PLC initiatives and experimenting with new and promising PD protocols.
- Worked actively to strengthen the profession by acting as a cooperative teacher for a preservice teacher and a mentor for first-year teachers.
- Contributed to revision of school-wide technology policy.
- Implemented reading and writing workshop models.
- Gathered multiple forms of data for individual students and used data to inform instruction.
- Developed and implemented genre-specific writing units, reading units driven by student selection, and cross-curricular learning units.
- Designed formal and informal assessments that directly reflected instruction and encouraged multiple avenues of performance.
- Used technology and software (e.g. ELMO document projector, StarBoard, Accelerated Reader programs and online writing forums) to engage and motivate students, enhance instructional strategies, and improve student literacy and 21st century skills.
- Advised Gay-Straight Alliance school club.
- Advocated for students, and supported them in their goals.

PRESENTATIONS AND PUBLICATIONS

- Ross, C. (2018, April). *Leadership practices that support instructional coaches*. Paper presented at Roundtable Session titled "Teacher Leaders [Re]imagining Professional Learning Opportunities" at the annual meeting of the American Educational Research Association, New York, N.Y.
- Cubano, K. & Ross, C. (2018). A legacy of collaboration: Supporting reflective practitioners through teacher work groups. *English Leadership Quarterly*, 40 (3), 6-10.
- Abdo, H. A., Mathews, C. M., Ross, C. L. (2016, April). *Teacher and observer views of teacher praise use*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Abdo, H. A., Mathews, C. M., Ross, C. L. (2015, October). *Psychological praise metrics in K-12 education*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT
- Yes We Can! Making Reading and Writing Conferences Work in Your Classroom*, 2017, NERDCAMPNJ Literacy "Unconference"
- A Legacy of Collaboration: Supportive Reflective Practitioners through Teacher Work Groups*, 2015, Conference on English Leadership (CEL) National Convention
- Implementing Writing Workshop with High School Students*, 2014, TCNJ English Education Department
- Building Professional Learning Communities*, 2013 NCTE National Convention
- High School Writing Workshop, from the Ground Up*, 2011 NCTE National Convention
- "The Problem with Summer Reading" *The Millions* (an online magazine offering coverage on books, arts, and culture), July 25, 2013
- "Students' Picks: The Best YA Books of 2013" *The Millions*, December 30, 2013
- "NBA Finalists for Young Readers: On Patricia McCormick's Never Fall Down" *The Millions*, October 24, 2012
- "Not Ready to Gush About It: A Brief Book List for Young Readers", *The Millions*, June 27, 2012
- Reader Idea: Personal Inquiry Projects, *The New York Times Learning Network*, June 15, 2012
- "Dreaming of Hogwarts and Hunger Games" *The Millions*, September 16, 2010

PROFESSIONAL DEVELOPMENT CONDUCTED {Selected}

- "Mastering the Mini-Lesson" Somerville School District
- "Culturally Responsive Classrooms: Combating Implicit Bias & Empowering Students" Somerville School District
- "Writing Clear Learning Objectives" Somerville School District
- "Scaffolding Complex Texts" Somerville School District
- "Teaching in an Extended Timeframe" Somerville School District
- "Think Alouds: Making Thinking Visible" Somerville School District
- "Teacher Self-Reflection" Rutgers University- School System Improvement Project
- "Teacher Workgroups" Rutgers University- School System Improvement Project
- "Building Professional Learning Communities" Hightstown High School
- "Google Drive in the Classroom" Hightstown High School

PROFESSIONAL AFFILIATIONS, AWARDS AND AREAS OF DISTINCTION

- American Educational Research Association (AERA)
- Northeastern Educational Research Association (NERA)
- Association for Supervision and Curriculum Development (ASCD)

National Council of Teachers of English (NCTE)

2015 NERA Lorne H. Woollatt Distinguished Paper Award

Dean's List, achieved without interruption, graduated Magna Cum Laude

CERTIFICATIONS

NJ Instructional Supervisor Certificate, May 2016

Standard Certification Teacher of English, June 2011

Certificate of Eligibility with Advanced Standing, June 2010

Praxis II passed November 2009, 196/200, earned ETS Recognition of Excellence

Danielson Framework for Teaching- Educator Evaluation Certified Observer/Trainer, 2016

Classroom Strategies Scale Educator Evaluation Certified Observer and Teacher/Trainer, 2016