

14207 Charter Walk Lane, Midlothian, VA 23114

sobertl@vcu.edu

804.926.3277

Tamara Sober, PhD

Education

Doctor of Philosophy Education: Curriculum, Culture and Change, 2017

Virginia Commonwealth University, Richmond, Virginia

Dissertation Title: *Wise Choices? The Economics Discourse of a High School Economics and Personal Finance Course*

Master of Science Educational Theory and Practice, School of Education, 1995

Florida State University, Tallahassee, Florida

Certification: Social Studies Education, 6-12

Bachelor of Science Political Science Major, Women's Studies Minor, 1988

Florida State University, Tallahassee, Florida

Honors: Cum Laude; 1988 Outstanding Undergraduate Honor's Thesis

Additional Certifications

Organizational Development and Systems Change, Certificated Program of the National Training Laboratory Institute in: Theory & Practice of Organizational Development; Entry, Contracting & Values; Human Interaction Laboratory; Group Process Consulting in Organizations; Appreciative Inquiry Foundations; Diagnosing Organizations with Impact, 2008

Universal Principals of Organizing, Industrial Areas Foundation, 2012

Executive Summary

Demonstrated Expertise

- Teaching; Focus Areas: Secondary Curriculum, Social Studies, & Social Justice Education
- Academic Advisement & Clinical Supervision
- Research, Data Collection & Policy Analysis
- Teacher Licensure & Accreditation
- Program Evaluation
- Grant Funding
- Peer-reviewed Scholarship

Courses Taught

- EDUS 673 *Graduate Seminar on Educational Issues, Ethics and Policy*
- TEDU 547 *Teaching Secondary School Social Studies*
- TEDU 591 *Social Studies Education in the Elementary School*
- TEDU 588 *Classroom Management*
- TEDU 311/312 *Richmond Teacher Residency Supervision and Urban Issues in Education Seminar*
- EDUS 300 *Foundations of Education*
- EDUC 202-01 *Critiquing Public Education*

Professional History

Assistant Professor, Director of Secondary Curriculum, Richmond Teacher Residency, and Teacher Leader Coordinator, Center for Teacher Leadership

Virginia Commonwealth University School of Education, Richmond, Virginia

2017 – Present

Teach

EDUS 673 *Graduate Seminar on Educational Issues, Ethics and Policy*, Richmond Teacher Residency. This course is an analysis of the ethical dimensions of educational policies and practices.

It examines aspects of selected educational policies and practices, drawn in part from practical issues encountered in clinical settings, and investigates how they reflect ethical values and how those values are grounded. It includes a grounded theoretical basis for understanding structural and historical oppression and the systemic ways that oppression manifests itself in issues facing urban public educators. (Summer 2018)

TEDU 591 *Social Studies Education in the Elementary School*. Co-requisites: TEDU 310 (practicum A, 2 credits). A course designed to renew and/or expand the knowledge and skills of the elementary classroom teacher in the teaching of social studies. Curriculum emphasis on the development of knowledge, skills, values and attitudes will be examined in the light of professional recommendations, current trends and research findings. Emphasis is placed on the use of critical pedagogy and a disciplined inquiry framework. (Spring 2018)

TEDU 311/312 *Richmond Teacher Residency Supervision and Urban Issues in Education Seminar*. Includes planned and unplanned observations, tutorials and small-group weekly seminars of secondary masters' students during their residency year. Residents are evaluated on Standards 1-6 of the VCU Clinical Evaluation Continuum for Candidates in Initial Licensure Programs. The weekly seminars focus on reflective practice, connect theory to practice in an urban context, address CAEP dispositions, and engage students in self-assessment of their practice in relation to the Clinical Evaluation Continuum. (Fall 2017)

- Advise secondary program graduate students in admission processes, coursework, program and state licensure requirements.
- Observe secondary residents during their residency placement and provide feedback and guidance using the New Teacher Center clinical coaching tools.
- Vet prospective residents for admission to the Graduate School of Education and for state licensure requirements.
- Review prospective clinical faculty portfolio assessments for proficiency.
- Lead the Richmond Teacher Residency Alumni Network, including the administration of a monthly leadership development series on *Building Teacher Voice*, funded by a Virginia Department of Education grant, the creation and lead on an annual Social Justice Curriculum Fair, a monthly newsletter publication, and authorship of the RTR Annual Report.
- Serve on University committees and in other leadership roles as appointed.
- Write grant proposals to secure funding for the residency program.

Current Projects

- Researching and developing long-term sustainable funding models for teacher residency programs and teacher pipelines, to improve the diversity and retention of new teachers in schools serving low income and diverse families, through the creation of shared investment from stakeholders at the university, school division, state government, and business and philanthropic community. RTR Faculty lead on the *Prepared to Teach* grant A Cargill Foundation grant funded learning agenda developed by a national collaboration of IHEs and local school divisions on sustainable, shared investment funding models for teacher residencies.
- RTR Faculty lead on the Center for Public Policy's *RTR Return on Investment* study.

Demonstrated Accomplishments

- Lead the redesign of VCU's Master of Education in Curriculum and Instruction for the dual purpose of SCHEV compliance and to meet the researched-based demands of regional, urban and high-needs schools with coursework in culturally sustaining and critical pedagogy, special education, English as a second language, instructional technology, restorative justice, and the use of data literacy and action research to improve student learning.
- Redesigned the Richmond Teacher Residency (RTR) Secondary Track summer curriculum for an urban focus incorporating restorative justice, trauma-informed care, and the implementation of a university faculty and practicing RPS teacher co-teaching model to contextualize curriculum and cultivate identified dispositions for teaching in urban schools.

- Developed and implemented a TK20 Teaching Portfolio for RTR Secondary Residents, aligned with the VCU Clinical Evaluation Continuum for Candidates in Initial Licensure Programs, and the CAEP and InTASC Standards.

**Faculty Appointment, Teacher Leader Coordinator, Center for Teacher Leadership
Virginia Commonwealth University School of Education, Richmond, Virginia
2016 – 2017**

- **Taught**
 TEDU 588 *Classroom Management*. Designed to assist teachers in becoming effective classroom managers with an emphasis on application of motivational and instructional theories. Models of classroom management explored; personal management plans developed. Redesigned this course for urban teaching with a focus on the principles of restorative justice and the use of case studies for critical analysis. (Summer 2017)
 EDUS 673 *Graduate Seminar on Educational Issues, Ethics and Policy*. See above description. (Summer 2016 and Summer 2017)
 TEDU 547 *Teaching Secondary School Social Studies*. This course examines the demands involved in secondary social studies instruction; preparatory approaches to using academic and professional insights in confronting the demands; and formulating and implementing appropriate methodological approaches. (Fall 2016)
 TEDU 312 *High School Practicum*. Supervise masters' students in field placements that precede student teaching/internship. Includes planned observations, tutorials and small-group involvement. (Fall 2016)
- Collaborated with Richmond Public Schools (RPS) on state and federal grant applications.
- Recruited RPS teachers to become Clinical Resident Coaches.
- Reviewed prospective clinical faculty members' portfolio assessments for evidence of demonstrated proficiency.
- Expanded CTL's teacher leadership program to incorporate findings and recommendations from the Metropolitan Educational Research Consortium's *Understanding Teacher Morale* study.
- Launched the Richmond Teacher Residency Alumni Network dedicated to strengthening and supporting RTR classroom teachers and to maintaining and fostering the growth of the RTR program through community outreach.
- Served as the Center for Teacher Leadership's liaison for the Metropolitan Educational Training Alliance.

Doctoral Fellow

**Virginia Commonwealth University, School of Education: Curriculum, Culture and Change
Richmond, Virginia
2013– 2016**

- Research Assistant for the Metropolitan Education Research Consortium. Served as the lead graduate assistant and second author on the *Understanding Teacher Morale* study and report documenting the relationship between morale, the teacher shortage, and teacher retention. Facilitated team meetings, researched and wrote literature reviews, assisted in study design and development, collected and analyzed data, and co-authored and presented findings at regional policy meetings.
- Research Assistant to Dr. Kurt Stenhagen, Foundations Department. Responsibilities: taught and co-taught classes, conducted literature reviews, and collected and analyzed data on the Teacher Voice Project, a multi-year qualitative study interviewing teachers to uncover their beliefs about the purposes of education.
- Research Assistant to Dr. Sharon Zumbrunn, Foundations Department. Responsibilities: Managed and analyzed large data sets in Statistical Packages for the Social Sciences (SPSS). Conducted fieldwork in local schools for the purpose of data collection and wrote literature reviews for the quantitative and cognitive longitudinal study: Explaining Determinants of Elementary, Middle, and High School Student Writing Motivation, Self-Regulation, and Success.

Adjunct Faculty**Randolph Macon College, Ashland, Virginia****2013 – 2015**

- Proposed, developed and taught: EDUC 202-01 *Critiquing Public Education*. The course provides an opportunity for students to review the American public education system, where we are headed with current policies and what it will take to build high-achieving and equitable schools for all students. Students examine what can be learned from the world's highest performing school systems. Drawing on current research, students study countries that have dramatically improved graduation rates and international test scores in short time periods focusing on factors such as funding, teacher quality, commitment to equity, standardization, and accountability. (Spring 2013 and Spring 2014)
- Initiated a partnership between Hanover Public Schools and Randolph Macon College to collaborate on a grant proposal to the Virginia Department of Education to create a Clinical Faculty Program at Randolph Macon College modeled after the VCU Center for Teacher Leadership's Clinical Faculty Program. Responsibilities included securing local school division support, writing the grant proposal, securing matching funds, and upon receiving the \$7,490 award: recruiting teacher participants, reviewing applications and selecting candidates, creating curriculum content, delivering professional development training for faculty to obtain clinical faculty status, monitoring ongoing implementation of the clinical faculty model, and assessing and reporting the impact of the program to the Virginia Department of Education.
- Served on a faculty committee to solicit and review Department of Education alumni feedback on teacher preparation resulting in recommendations to diversify preservice teacher clinical placements.

Adjunct Faculty**Virginia Commonwealth University, School of Education, Richmond, Virginia****Summer 2014**

- **Taught**

EDUS 300 *Foundations of Education*. The aim of the course is to help students develop a basic understanding of education in the modern world. The goal of the course is to understand American education as a complex system through historical, sociological, philosophical and sociocultural lenses. Students will begin to formulate their own philosophy of education and be able to take and support positions on current education policies. (Summer 2014)

Assistant Director, Office of Teaching & Learning**Virginia Education Association, Richmond, Virginia****2006 – 2013**

- **Teacher Licensure and Accreditation.** Promoted best practices in teaching through communications, research and advocacy including monitoring and representing VEA interests regarding public education policy, teacher education licensure, certification and standards at the local, state and federal levels. This included monitoring Virginia's implementation of federal education policy (focusing on the Elementary and Secondary Education Act, and Title I and II funding), and serving as VEA's liaison for the Virginia Department of Education, the Virginia Board of Education, and its standing committees and subcommittees and advisory boards--such as the Advisory Board on Teacher Education and Licensure.
- **Professional Development.** Led the VEA's Professional Development Program, including authoring and collaborating on content development, identifying teacher leaders, and directing statewide conferences such as the VEA's *Instructional and Professional Development Conference*.
 - Managed the marketing, communications, budget and delivery of these programs.
 - Authored professional development workshops such as *How Race, Class and Gender Impact Teaching and Learning* and leadership development workshops such as *Decisions Facing Public Education: Who Decides?* Collaborated with teachers to create professional development workshops such as: *Bullying/Sexual Harassment Prevention & Intervention*

- Series; Classroom Management Series: Effective Classroom Management, Dealing with Difficult Behaviors, and Communicating with Parents; iTeach: Integrating Technology into the Classroom; MODEL Teacher.*
- Initiated and secured relationships with school divisions to provide annual professional development for in-service trainings.
 - **Student Program.** Directed the VEA's Student Program comprised of 36 chapters on Virginia's college campuses.
 - Mentored and taught pre-service teachers on their campuses and through statewide conferences and community events.
 - Designed and delivered the following workshops geared specifically for preservice teachers: *Interviewing Skills; Portfolio Development; Praxis Core; and Preparing to Enter the Teacher Workforce.*
 - Collected data from the VDOE and local school districts on hiring needs and disseminated that data to teacher preparation programs.
 - Wrote and secured multiple grant awards on an annual basis through the National Education Association's Student Program to support student-lead community service projects in Virginia's high-needs schools and to successfully increase the Student Virginia Education Association membership at the following Historically Black Colleges and Universities: Hampton University, Norfolk State University, Virginia State University, and Virginia Union University.
 - Developed and delivered workshops designed to support student teachers in passing the PRAXIS exam, with a focus on supporting Historically Black College and University students.
 - Worked with the Virginia Department of Education to promote the Virginia Teachers for Tomorrow program.
 - **National Board Certification.**
 - Coordinated the development and delivery of an annual statewide, three-day conference to prepare candidates for initial licensure by the National Board for Professional Teaching Standards.
 - Conducted ongoing statewide support for National Board candidates and licensure renewal.
 - Developed a statewide cadre of National Board Certified Teachers trained in political advocacy to provide teacher voice at state policy meetings.
 - Collaborated with the National Board for Professional Teaching Standards to engage Virginia urban school districts in the Take One initiative designed to increase the number of teachers of color pursuing National Board licensure.
 - **Leadership Development.** Engaged and tracked new members through the conception, development and direction of the VEA Comprehensive Leadership Development Program designed to improve teacher retention and create a pipeline of new teacher activists skilled in relational and issue organizing. This included the New Teacher Network, Local Presidents Training, Association Activist Training, and the Reggie Smith Summer Organizing School, which resulted in a 50% increase in new teachers (designated as teachers with less than five years of experience) serving in leadership roles at the local and state level.
 - Led staff and members in the identification and cultivation of leaders for the purposes of moving public education policy agendas through conferences ranging in scale from 40 to 300. Managed and coordinated over 35 project-based administrative and professional staff, and over 40 volunteer leaders.
 - Organized local and statewide initiatives of: The Minority and Women's Concerns Committee (including the Women's Leadership Training, the Minority Leadership Training and Diversity Training), the Organizing and Negotiations Committee, and the Retired Council.

- Developed and conducted local and statewide Education Support Professionals' (ESP) issue organizing campaigns and trainings resulting in 3 successful living wage campaigns with significant increases in ESP salaries and the election of a majority of friends of education on 3 local school boards.
- **Supervision.** Supervised and provided annual evaluations—including collaboratively developed growth plans—for two direct reports.

**Assistant Director, Division of Government Relations
Virginia Education Association, Richmond, Virginia
2000 – 2006**

- **Lobbyist.** Lobbied local, state and federal legislators, researched political voting records and drafted VEA legislation and rationale. Led a statewide coalition of Virginia business leaders, education stakeholders and nonprofits in a successful campaign for a historic \$1.5 billion increase in dedicated public education funding.
- **Consultant to the National Education Association (NEA).** State policy success lead to the creation of a model for tying the quality of public education to economic development in order to build coalitions and create legislative strategies in 12 NEA state affiliates seeking to increase public education funding. Efforts culminated in the development of *Taxation, Economic Development and Funding for Public Schools: Lessons for Members and Citizens*; training in *Strong Schools, Strong Communities, Strong Economies*; and onsite strategic planning for executive directors, state presidents, staff and local community leaders.
- **Political Action.** Compliance and reporting with Virginia's State Board of Elections Campaign Finance Laws and Policies through oversight of the VEA's Political Action Committee (PAC). Achieved targeted goals, demonstrated by a 65% growth in state VEA-PAC fundraising.

**Social Studies Teacher, James River High School,
Chesterfield County Public Schools, Chesterfield, Virginia
August 1996 – June 2000**

- **Courses Taught:** Honors and Non-Honors U.S. and Virginia Government and Economics, Honors and Non-Honors World History 1945 – Present, Honors World History 1000 – Present
- Teaching methods included a variety of student-centered activities used to develop critical thinking skills. Students created bills and conducted a Model House of Delegates, participated in a Model Supreme Court, conducted model trials, and prepared two formal research papers with oral presentations. Additional areas of focus included current events, civil liberties and responsibilities of American citizenship. Economics was taught from a critical approach reviewing economic principles and policies and their impact and effects on society.

Fellowships, Grants and Awards

2018	\$30,000 in direct funding and up to \$700,000 in potential pass through funding for the VCU AmeriCorps Professional Corps program.
2015	\$23,000 Doctoral Fellowship, VCU School of Education, Curriculum, Culture and Change
2014	\$23,000 Doctoral Fellowship, VCU School of Education, Curriculum, Culture and Change
2014	\$7,490 from the Virginia Department of Education, Clinical Faculty Grant, for the Randolph Macon College Mentor Cooperating Teachers Program
2014	\$2,000 from the Bill and Melinda Gates Foundation through the Mid-Atlantic Teachers Union Reform Network, to conduct "Public Services: Fairfax County's Best Investment" community workshops
2013	\$21,000 Doctoral Fellowship, VCU School of Education, Curriculum, Culture and Change
2013	\$3,000 Communities Redefining Education Advocacy Through Empowerment, Teacher Quality Grant from the National Education Association Student Program
2013	\$3,000 Communities Redefining Education Advocacy Through Empowerment Community

- 2012 Outreach Grant from the National Education Association Student Program
\$3,000 Communities Redefining Education Advocacy Through Empowerment, Teacher Quality Grant from the National Education Association Student Program
- 2012 \$3,000 Communities Redefining Education Advocacy Through Empowerment, Community Outreach Grant from the National Education Association Student Program
- 2011 \$3,000 Communities Redefining Education Advocacy Through Empowerment, Teacher Quality Grant from the National Education Association Student Program
- 2011 \$3,000 Communities Redefining Education Advocacy Through Empowerment, Community Outreach Grant from the National Education Association Student Program
- 2010 \$10,000 in Community Learning Through America's Schools Grants from the National Education Association Student Program to support college student-lead community service projects in Virginia's high-needs schools
- 2010 \$10,000 in Student Organizing Assistance Resources Grants from the National Education Association Student Program to increase the Student Virginia Education Association membership at the following Historically Black Colleges and Universities: Hampton University, Norfolk State University, Virginia State University, and Virginia Union University
- 2009 \$10,000 in Community Learning Through America's Schools Grants from the National Education Association Student Program to support college student-lead community service projects in Virginia's high-needs schools
- 2009 \$10,000 in Student Organizing Assistance Resources Grants from the National Education Association Student Program to increase the Student Virginia Education Association membership
- 2008 \$10,000 in Community Learning Through America's Schools Grants from the National Education Association Student Program to support college student-lead community service projects in Virginia's high-needs schools
- 2008 \$10,000 in Student Organizing Assistance Resources Grants from the National Education Association Student Program to increase the Student Virginia Education Association membership
- 2007 \$88,000 in State Membership Grants from the National Education Association to increase organizing capacity
- 2006 \$80,000 in State Membership Grants from the National Education Association to increase organizing capacity
- 2000 \$6,000 The Ford Foundation to support the writing of *Teaching Economics As If People Mattered*
- 1999 Nominated, John Marshall Award for Teachers of the U.S. Constitution
- 1998 Teacher of the Year, James River High School, Chesterfield County Public Schools, VA
- 1996 Nominated by administrators for 1996 Beginning Teacher of the Year, Chesterfield County Public Schools, VA
- 1994 \$500, G.K. Helene Scholarship Recipient, Florida State University, Tallahassee, Florida
- 1988 Outstanding Undergraduate Honor's Thesis, Florida State University, Tallahassee, Florida

Publications

Book Chapters and Books

- Sober, T. L.** (2017). Teaching about economics and moneyed interests in 21st century democracy. In C. Wright-Maley & T. Davis (Eds.), *Teaching for Democracy in An Age of Economic Disparity* (93-112). New York: Routledge.
- Sober-Giecek, T.** & Schnapp, S. (2007). *Teaching Economics As if People Mattered*. Boston, MA: United for a Fair Economy.

Peer Reviewed Articles

- Stemhagen, K. & **Sober, T.** (under review). *Teacher Activism*. Oxford Research Encyclopedias. <http://oxfordre.com/>.
- Sober, T.** (2013). Teacher agency, resistance, and risk: The case of Richmond Teachers for Social Justice. In Southall, S. (Ed.). *South Atlantic Philosophy of Education Society 2013 Yearbook*

(pp. 74-84). South Atlantic Philosophy of Education Society.

Invited Chapters and Contributions

Sober, T. (in press) "What should every student know about economic inequality by the time they graduate from high school and/or college?" Special Issue on the Politics and Pedagogy of Economic Inequality, *PS: Political Science and Politics*, Journal of the American Political Science Association.

Sober, T. & Senechal, J. (2017). *Atmospheric Change: A VCU study offers some wise ideas for boosting teacher morale, a key factor in student achievement*. Virginia Journal of Education, Richmond, Virginia.

Additional Publications

Sober, T. (2017). *Wise Choices? The Economics Discourse of a High School Economics and Personal Finance Course* (Doctoral dissertation, Virginia Commonwealth University).

Senechal, J., **Sober, T.**, Hope, S., Johnson, T., Burkhalter, F., Castelow, T., ... & Robinson, R. (2016). *Understanding Teacher Morale: A Report of the Metropolitan Educational Research Consortium*. Virginia Commonwealth University School of Education, Richmond, Virginia.

Sober, T. (2009). *Taxation, Economic Development and Funding for Public Schools: Lessons for Members and Citizens*. Washington, DC: National Education Association.

Sober, T. (2009). *Taxation, Economic Development and Funding Lessons*. Online series for the National Education Association Academy. Washington, DC: National Education Association.

Sober, T. (2000). Teaching Economics As If People Mattered. *NEA Today*. April 2000.

Sober, T. (2000) Public Broadcasting System Literacy Link, GED Segment on Economics, Kentucky Education Television.

Academic Conference Presentations

Gorlewski J. & **Sober, T.** (2018, April) *Don't Forget Everything You Learned! Reviving the Dream of Public Education by Critically Analyzing Practice*. Peer-reviewed proposal and accepted paper presentation at the American Educational Research Association, New York, New York.

Sober, T. – (2018, March) Invited talk: *Models of Practice, from the Civic to the Cadillac* at the Virginia Association of Colleges of Teacher Education conference on Clinical Practices that Support the Recruitment, Preparation, and Retention of Teachers, College of William and Mary.

Gorlewski, J. & **Sober, T.** (2017, November). *Cultivating Critical Dispositions to Support Equity and Justice: Interrogating Memory through Narrative Analysis*. Peer-reviewed proposal and accepted paper presentation at the American Educational Studies Conference, Pittsburgh, PA.

Senechal, J. & **Sober, T.** (2017, April). *Understanding Teacher Morale and Professionalism in the Neoliberal School Context*. Peer-reviewed proposal and accepted paper presentation at the American Educational Research Association Conference, San Antonio, Texas.

Nomi, B., Bowman, K., **Sober, T.**, Stenhagen, K., Lombardi, C., Ramachandran, J., & Treadway, K. (2017, March). *Teaching Activism: Building Community Partnerships Between Teachers and Schools of Education*. Proposal and Roundtable at the 10th Annual Equity and Social Justice Conference, Richmond, Virginia.

Sober, T. (2016, December). *Teaching About the Nature, Politics, and Approaches to Teaching About Economic Inequality*. Peer-reviewed proposal and accepted paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies, Washington, D.C.

Stenhagen, K. & **Sober, T.** (2016, November). *Getting out from Under the Gun: Teacher Activism as an Expression of Love*. Peer-reviewed proposal and accepted paper presentation at the American Educational Studies Conference, Seattle, WA.

Sober, T. (2016, November). Advocacy 101. Invited talk at the Virginia National Board Certified Teacher Network Annual Summit, Chesterfield, Virginia.

- Sober, T.** (2016, April). *An Introduction to MERC's Community-Engaged Teacher Morale Study and a Discussion of the Factors that Influence Teacher Morale*. Presentation at the 13th Annual Metropolitan Educational Research Consortium Conference, Chesterfield, VA.
- Sober, T.** (2015, November). *Cultivating Allegiance to the Market: A Critical Analysis of the Stock-Market Game*. Peer-reviewed proposal and accepted paper presentation at the College and University Faculty Assembly of the National Council for the Social Studies, New Orleans, LA.
- Sober, T.** (2014, November). *Enemies of Public Education: A Typology*. Peer-reviewed proposal and accepted paper presented at the American Educational Studies Association & the International Association of Intercultural Education Joint Conference, Toronto, Canada.
- Sober, T.** (2014, October). *Beginning an Enemies of Public Education Typology: Follow the Money*. Peer-reviewed and accepted paper presented at the South Atlantic Philosophy of Education Society, Asheville, NC.
- Sober, T.** (2013, October). *Democratic Spaces, Dissent, and Risk: Teacher Agency and the Case of Richmond Teachers for Social Justice*. Panel discussion with Kurt Stenhagen, Kathy Hytten and Sarah Stitzlein, at the American Educational Studies Association, Baltimore, MD.
- Sober, T.** (2009, November). *How Economic Class Impacts Teaching and Learning*. Keynote speech for 15th Annual Multicultural Education Conference, State University of New York, New Paltz.

Conference Leadership, Professional and Leadership Development

Conference Leadership

Conference Director: *Virginia Education Association's Reggie Smith Organizing School*. Jepson Leadership Center, University of Richmond, Richmond, Virginia, July 2013; 2012; 2011

Conference Director: *Leadership Institute for Future Teachers*. Student Virginia Education Association, Richmond, Virginia, June 2013

Conference Director: *VEA SPARKS, Leadership Development Conference for Teachers and Support Professionals New to Virginia's Public Schools*. Wintergreen, Virginia, February 22-24, 2013; February 24-26, 2012; February 25-27, 2011; February 26-28, 2010; February 27-March 1, 2009; February 23-25, 2007

Conference Director: *Virginia Education Association Instructional and Professional Development Conference*. Richmond, Virginia, November 2012; 2011; 2010; 2009

Conference Director: *National Board Certification Jump Start*. Three-day professional development conference for candidates seeking initial licensure, Richmond, Virginia, July 2012; Newport News, Virginia, July 2011; July 2009; July 2007; July 2006

Conference Director: *Student Virginia Education Association Convention and Professional Development Conference*. Charlottesville, Virginia, April 2013; March 2012; March 2011; March 2010; March 2009; March 2007

Conference Director: *Student Virginia Education Association Community Outreach*. Jackson Via Elementary School, Charlottesville, Virginia, April 19, 2013; Wise County, Virginia, April 2012; Richmond, Virginia, April 2011

Conference Director: *Virginia Education Association's Local Presidents' Training* Nelson County Virginia, July 2007, Nelson County, Virginia, July 2009; Nelson County, Virginia, July 2010; Nelson County Virginia, July 2011; Giles County, Virginia 2012; Richmond, Virginia, 2013

Professional Presentations and Leadership Development Workshops

From Behavior to Beliefs: Cultivating Critical Dispositions to Promote Equity and Justice. Invited Presentation, with Julie Gorlewski, at the Faculty Institute on Culturally Responsive Teaching, California State University, Fullerton, October 6, 2017.

Teacher Shortages and Teacher Morale. Invited Talk, Chesterfield County Public Schools, Secondary School Principals Meeting, February 9, 2017

Political Leadership. Project Leader in Virginia State University's "Gaining Real World Opportunities with Students," program to increase college readiness and nurture an interest in educational careers, Summer 2016; Summer 2015.

Organizing for Power. Vermont-NEA Emerging Leaders Conference, Burlington, VT, July, 2013; 2012

Strong Schools, Strong Communities, Strong Economies. Year-long coalition planning, legislative campaign organizing strategy, and leadership development, for the Colorado Education Association, Denver, CO, 2012; Missouri Education Association, Kansas City, MO, 2012; Mississippi Education Association, Jackson, MS, 2011; Kentucky Education Association, Frankfort, KY, 2011; Mid-Atlantic Education Association NEA State Affiliates, Summer 2010; California Education Association, San Diego and San Francisco, 2009

Virginia Education Association Activist Training. Leadership development designed for district-specific contexts and delivered for new and veteran educators to gain coalition building and advocacy skills to advance public education agendas. Summer 2012; 2011; 2010; 2009; 2007, Chesterfield County, Danville, Hanover County, Charlottesville, Chesapeake, Fredericksburg, Fairfax County, Hampton, Loudoun County, Norfolk, Prince William County, Richmond City, Radford, Roanoke County, Staunton, Stafford County, Sussex County, and Virginia Beach

Beginning Teacher Academy. Two-day annual professional development for all new teachers, Chesterfield County Public Schools, August 2012; 2011; 2010; 2009; 2007; 2006

Organizing for Power. Leadership development training for the Wisconsin Education Association, Milwaukee, WI, February, 2011

Finding and Developing Your Leadership Skills. Vermont-NEA Emerging Leaders Conference, Burlington, VT, January 14-15, 2011

Taxation, Economic Development and Funding for Public Schools. Week-long professional and leadership development for executive directors, government relations directors and state presidents of the Arizona Education Association, Illinois Education Association, Nevada Education Association, South Carolina Education Association, and Utah Education Association, Chicago, 2009

Political and Legislative Action. Leadership development workshop at Virginia Education Association's Reggie Smith Leadership Academy, Giles, Virginia, July 2006; Richmond, Virginia, July 2005; Richmond, Virginia, July 2004; Richmond, Virginia, July 2003; Longwood University, July 2002; Longwood University, July 2001

Teaching Economics As If People Mattered: Towards a Vermont Livable Wage. Peace and Justice Center of Vermont, August, 2004

Virginia Education Association Pre-Legislative Workshops. Abingdon, Danville, Fairfax County, Fredericksburg, Norfolk, Richmond, Roanoke, Staunton, and Sussex County, fall, 2006; 2005; 2004; 2003; 2002; 2001

Professional Service and Memberships

Professional Service and Development

- RTR Faculty lead, Center for Public Policy's *RTR Return on Investment* study.
- RTR Faculty lead, *Prepared to Teach: Sustainable Funding for Quality Teacher Preparation* (Cargill Foundation)
- Member, RTR Advisory Board
- Symposium Organizer, *Addressing Virginia's High-Needs Schools' Teacher Shortage through Sustainably Funded Teacher Residency Programs*, Virginia Commonwealth University, January 23, 2018
- Curriculum Consultant, Teaching Works, University of Michigan, 2017-2018
- Innovative Teacher Pipeline Taskforce, 2017-2018
- Teacher Educator Professional Development, Teaching Works, University of Michigan, October 3-5, 2017.
- RTR Leadership Team, 2016, 2017, 2018, 2019
- Panelist, Backpack Full of Cash - Protecting Public Education: Part Two, November 2, 2017, Richmond, Virginia
- Center for Teacher Leadership (CTL) liaison, RTR Alumni Network, 2016, 2017
- CTL liaison, Metropolitan Educational Training Alliance, 2016-present
- CTL liaison, Virginia National Board Certified Teacher Network, 2016-present
- VCU Honor's College – Recruitment for the Richmond Teacher Residency Program, 2016-present
- CTL Representative Teach to Lead Summit, US Department of Education, spring, 2017
- Read Across America, Woodville Elementary, 2000-2017
- Critical friend for the University of Virginia's school district partnership residency initiative, through the CTL's U.S. Department of Education Teacher Quality Partnership Grant, 2016
- VCU School of Education's Online Program Group Task Force, 2016-2017
- Professional and curricula review for economic justice, in Chicago Public Schools, *Participate: A Civics Course for Chicago's Youth*, 2016
- Reviewer, College University and Faculty Assembly of the National Council for the Social Studies, 2014-2015
- Associate Editor, *Commonwealth Review of Education*, VCU's Graduate School of Education initial launch of an academic journal, 2013-2014
- Facilitator of community workshops, *Public Services: Fairfax County's Best Investment*, 2013
- Guest Appearance on George Mason University TV's *Urban Education*, 2013
- Featured in the documentary *Sacred Texts, Social Duty* on faith and taxes, produced by the Baptist Center for Ethics, October, 2010
- VEA Minority and Women's Concerns Committee, 2006-2013
- VEA Representative, Blueprint for Virginia's Children, with Voices for Virginia's Children, Kid's Count, and the Virginia Early Childhood Foundation, 2001-2004
- VEA-PAC Liaison to the NEA Fund for Children and Public Education, 2001, 2003, 2005
- Education Advisor for the "Mark Warner for Governor" Campaign, summer and fall 2001
- Curriculum Reviewer, Chesterfield County Public Schools' economics curriculum alignment with Virginia's Standards of Learning, 1999
- Delegate, National Education Association Convention, 1997, 1998, 1999
- Delegate, Virginia Education Association Convention 1997, 1998, 1999

Professional Association Memberships

American Educational Studies Association (AESA)
 American Educational Research Association (AERA)
 AERA Social Studies Education Special Interest Group

AERA Critical Educators for Social Justice Special Interest Group
National Council of Social Studies (NCSS)
NCSS College and University Faculty Assembly
Richmond Teachers for Social Justice, Coordinating Committee
Phi Kappa Phi Honor Society
South Atlantic Philosophy of Education Society
Support Richmond Public Schools
Virginia Education Association
Virginia Organizing

Updated January 2019