**LAUREN M. ANDERSON**

lauren.m.anderson@gmail.com

**AREAS OF SPECIALIZATION**

Teacher education pedagogy, policy and practice, particularly concerning the preparation and professional development of teachers working in urban schools; teachers’, principals’, and teacher educators’ sense-making and navigation of education policy; equity-minded educators’ social networks; critical literacy, children’s literature, and elementary education

**ACADEMIC APPOINTMENTS**

**2015- Associate Professor of Education; Department Chair**

 Connecticut College, New London, CT

**2012-2015 Assistant Professor of Education** (visiting 2012-2013 academic year)

 Connecticut College, New London, CT

**2010-2013 Assistant Professor of Education** (on leave 2012-2013 academic year)

 Rossier School of Education, University of Southern California, Los Angeles, CA

**2009-2010 Post Doctoral Fellow**

 School of Education & Social Policy, Northwestern University, Evanston, IL

**EDUCATION**

**2009 Ph.D., Education**, University of California Los Angeles, Graduate School of Education and Information Studies (Urban Schooling Division), Los Angeles, CA

## 2003 M.S.Ed., Early Childhood and Elementary Education, Bank Street Graduate College of Education, New York, NY

## 1999 B.A., Political Science, Yale University, New Haven, CT

**PEER-REVIEWED JOURNAL ARTICLES**

Anderson, L. (Under review). On petticoats, pilots, pallbearing, and precarity: Parsing the contemporary policy context for teacher education. *Teachers College Record.*

Philip, T., Souto-Manning, M., Anderson, L, Horn, I., Andrews, D. C., Stillman, J., & Varghese, M. (accepted with minor revisions).Making justice peripheral by constructing practice as “core”: Challenges to teacher education and public schooling with the increasing prominence of core practices. *Journal of Teacher Education.*

Grande, S., & Anderson, L. (2017). Un-settling multicultural erasures. *Multicultural Perspectives*, *19*(3), 139-142.

Stillman, J., & Anderson, L. (2016). Minding the mediation: Examining one teacher educator’s mediation of two preservice teachers’ learning in context(s). *Urban Education, 51*(6), 683-713.

Stillman, J., & Anderson, L. (2015). From accommodation to appropriation: Teachers, identity, and authorship in a tightly coupled policy context. *Teachers and Teaching: Theory and Practice, 21*(6), 720-744.

Anderson, L., & Stillman, J. (2015). Research Note: (Over)Simplifying complexity? An on-the-ground account of the Common Core emphasis on complex text. *Teachers College Record.* Published online, January 22, 2015.

Stillman, J., & Anderson, L. (2014). Commentary: Preparing the next generation of teacher educators. *Teachers College Record.* Published online, June 27, 2014.

Spillane, J., & Anderson, L. (2014). The architecture of anticipation: Novices’ emerging understandings of the principal position. *Teachers College Record, 116*(7).

Spillane, J., & Anderson, L. (2014). Administration des écoles, respect des normes gouvernementales, et obligation de résultats à forts enjeux / School administration in the government standards and accountability era. *Education et Sociétiés, 32*, 53-73.

Stillman, J., Anderson, L., & Struthers, K. (2014). Returning to reciprocity: Using dialogue journals to teach and learn from English Learners. *Language Arts, 91*(3), 142-156.

Stillman, J., Anderson, L., Wong, P. L., Arellano, A., Berta-Avila, M., Alfaro, C., & Struthers, K. (2013). Putting PACT in context: Navigating mandated performance assessment. *Teacher Education Quarterly, 40*(4)*.*

Anderson, L., & Stillman, J. (2013). Student teaching’s contribution to preservice teacher development: A review of research focused on the preparation of teachers for urban and high-needs contexts‬. *Review of Educational Research, 83*(1), 3-69*.*

Anderson, L., & Stillman, J. (2012). Making learning the object: Using Cultural Historical Activity Theory to analyze and organize student teaching in urban high-needs schools. *Teachers College Record*, 115(3). http://www.tcrecord.org/content.asp?contentid=16466

Anderson, L., & Stillman, J. (2011). Student teaching for a Specialized View of Professional Practice? Opportunities to learn in and for urban, high-needs schools. *Journal of Teacher Education, 62*(5), 446-464.

Stillman, J., & Anderson, L. (2011). To follow, reject or flip the script: Managing instructional tension in an era of high-stakes accountability. *Language Arts, 88*(6), 22-37.

Anderson, L. (2010). Embedded and emboldened: Support-seeking and teacher agency in urban, high-needs schools. *Harvard Educational Review, 80*(4), 541-572.

Anderson, L., & Stillman, J. (2010). Opportunities to teach and learn in high-needs schools: Student teachers’ experiences in urban placements. *Urban Education, 45*(2), 109-141.

Quartz, K. H., Thomas, A., Anderson, L., Masyn, K., Lyons, K. B., & Olsen, B. (2008). Careers in motion: A longitudinal study of role changing among urban educators. *Teachers College Record, 100*(6), 218-250.

Olsen, B., & Anderson, L. (2007). Courses of action: A qualitative investigation into urban teacher retention and career development. *Urban Education, 42*(1), 5-29.

Anderson, L., & Olsen, B. (2006). Investigating urban teachers’ participation in and perspectives on university-sponsored professional development. *Journal of Teacher Education, 57*(4).

**BOOKS**

Stillman, J., Anderson, L., Beltramo, J., Struthers, K., & Gomez-Najarro, J. (2017). *Teaching for equity in complex times: Negotiating national stands in a high-performing bilingual school.* Multicultural Education Series. Teachers College Press.

Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2017). *Teaching to change the world (5th Ed.).* New York: Routledge.

Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2013). *Teaching to change the world (4th Ed.).* Boulder, CO: Paradigm Publishers.

Quartz, K., Olsen, B., Anderson, L., & Lyons, K. (2009). *Making a difference: Constructing meaningful career pathways in education*. Boulder, CO: Paradigm Publishers.

**BOOK CHAPTERS**

Anderson, L., & Oakes, J. (2014.) The truth about tracking. In Gorski, P. C. & Zenkov, K. (Eds.), *The big lies of education reform: Finding better solutions for the future of public education* (pp. 109-127). New York: Routledge.

**IN PREPARATION**

Anderson, L. (article manuscript). This *Is* Us: Neoliberal Teacher Education as The Good Place.

Anderson, L. (book manuscript). *Wicked White: Reckoning with ‘Boston Wrong’ Roots.*

**EDITORIALS / REVIEWS / INVITED BLOG POSTS**

Anderson, L. M. (2017, April 4). By mail or meals, the value of human contact is priceless. *Los Angeles Review of Books Blog* (LARB).

Anderson, L. M. (2017, March 23). Standing up in defense of public education. *Truthout.*

Anderson, L., Andrews, D. C., Diemer, M., Horn, I., Phillip, T., Souto-Manning, M., Self, E., Stillman, J., & Varghese, M. (2017, January 27). Betsy DeVos is unqualified to lead the Education Department. The Tennessean.

Anderson, L. (2016, November 1). Connecticut can do better for minority teacher candidates than Relay GSE. *CT Mirror.*

Anderson, L., & Zeichner, K. (2016, October 24). The big problems with the Obama administration’s teacher education regulations. *The Answer Sheet, Washington Post.*

Anderson, L. (2016, September 11). What we shared the morning of 9/11. *Hartford Courant.*

Anderson, L. (2016, August 5.) The charterization of teacher education: Relay moves into Connecticut. *Living in Dialogue.*

Anderson, L. (2014, August 1). School control belongs in elected board’s hands. *Hartford Courant.*

Anderson, L. (2014, March 21). Grit, Galton, and eugenics. *Living in Dialogue, Edweek*.

Anderson, L. (2011, October 19). A cord of three strands: A new approach to parent engagement in schools. *Teachers College Record*.

Anderson, L. (2011, May 26). Waiting for Superman. *21st Century Scholar.*

**PRESENTATIONS (SELECTED)**

2017 Anderson, L., *The "Dream School"? The consequences of functioning in a dysfunctional system*. Paper accepted for presentation. American Educational Research Association, San Antonio, TX, April 30.

2016 Anderson, L., Stillman, J., Beltramo, J., & Struthers, K. *Using video-mediated interviewing to learn about teachers’ literacy practice in times of policy change.* Literacy Research Association 66th Annual Conference, Nashville, TN, November.

2016 Stillman, J., Anderson, L., Struthers, K., & Beltramo, J. *Contending with close reading of complex text: How teachers make sense of and implement Common Core Standards with emerging bilingual students.* Literacy Research Association 66th Annual Conference, Nashville, TN, November.

2016 Stillman, J., Anderson, L., Struthers, K., & Beltramo, J. *At the crossroads of compliance and conscience: Lessons from a bilingual school navigating national standards.* Paper presented at the annual meeting of the Center for Advanced Research on Language Acquisition, Minneapolis, MN, October.

2016 *Talking back: Public scholarship, productive practice, and the future of teacher education.* Presidential session, developed and co-chaired, at the annual meeting of the American Educational Research Association, Washington, DC.

2015 Anderson, L., Stillman, J., Beltramo, J., Struthers, K., & Gomez-Najarro, J. *From Stimulated Recall to Scaffolded Reflection: Using video-mediated interviewing to learn about teachers’ sense-making and navigation of education policy.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April.

2014 *A counter-narrative and the Common Core: Learning from a high-performing school serving English Language Learners*. (Chair) Panel accepted for the Annual Convention of the National Council of Teachers of English, Washington, DC, November.

2014 *No labels, no banking, no failing: Promise and peril in agentive policy navigation*. Paper accepted for presentation at the Annual Convention of the National Council of Teachers of English, Washington, DC, November.

2014 *The politics, purpose and pedagogy of teacher education.* Invited talk, Sachs Lecture Series, Teachers College at Columbia University, New York, April.

2014 *Art-making for education justice.* Invited workshop presenter at the Eighth Annual Literacy Essentials Conference, New Britain, CT, April 12.

2014 *Art-making for education justice.* Invited workshop presenter at New York Collective of Radical Educators Conference, New York, NY, March 15.

2014 *Teacher education research and policy: Local, national, and international perspectives.* Invited panelist (Division K Fireside Chat) at the annual meeting of the American Educational Research Association, Philadelphia, April.

2014 *Teacher education for schools as they are or as they should be?* Invited panelist, Network for Public Education Conference, Austin, TX, March.

2013 *Student teaching's contributions to preservice teacher development.* Invited speaker, University of Cincinnati School of Education, October.

2013 *Student teaching in complex accountability contexts.* Invited speaker (Research on Teacher Education and Development Series), University of California at Davis, April.

2013 *From accommodation to appropriation: Teachers, praxis, and authorship in a tightly-coupled policy context* (with J. Stillman). Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April.

2013 *Leading for teacher learning? How new principals think about and support teachers as learners* (with A. Bingham). Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, April.

2013 *Negotiating leadership, love and protocol: Learning from Latina/o principals during their first years on the job* (with D. Mendoza). Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, April.

2012 *Putting PACT in context and context in PACT: Teacher educators address the content and assessment of quality teaching in preservice preparation*. Invited symposium at the annual meeting of the American Educational Research Association, Vancouver, April.

2012 *On becoming a school principal: Novice principals make sense of a new role* (with J. Spillane). Paper presented at the annual meeting of the American Educational Research Association, Vancouver, April.

2011 *Generating learning from opportunities to learn: Supporting student teachers as learners in urban field placements* (with J. Stillman). Paper presented at the annual conference of the California Council on Teacher Education, San Jose, CA, March.

2011 *Recruitment and retention of school principals: Findings from a cross-national study in US, Scotland and Denmark* (with J. Spillane, L. Moos, K. Kofod & J. MacBeath)*.* Symposium presentation at the 24th International Congress for School Effectiveness and Improvement, Limassol, Cyprus, January.

**RESEARCH / PROJECTS / GRANTS**

2016*Preparing asset, equity, and social justice oriented teachers: The crucial challenge for the future of teacher education /* Principal Investigators: T. Phillip, L. Horn, J. Stillman / Participants: L. Anderson, D. Carter Andrews, M. Diemer, E. Self, M. Souto Manning, M. Varghese / Funder: Spencer Foundation (Conference Grant)

2014-16 *Mindful mediation: Examining the contributions of teacher educator facilitation to student teachers’ learning* / Principal Investigator: L. Anderson

2012-15 *A counternarrative and a Common Core: Learning from a high-performing bilingual school serving English Learners*/ Principal Investigators: J. Stillman, L. Anderson /Funder: Spencer Foundation (Small Grant)

2009-12 *Examining the PACT: What performance assessment data reveal about preservice teachers’ understanding of social context and skill in contextualizing practice* / Principal Investigators: L. Anderson, J. Stillman

2007-12 *Exploring preservice teachers’ preparation pathways and post-graduate
practices in urban schools /* Principal Investigators: J. Stillman, L. Anderson

2009-11 *School principal preparation, recruitment, socialization, and retention* / Principal Investigators: J. Spillane / Funder: Spencer Foundation

2006-08 *Opportunities to teach, grow and transform: Exploring relationships among school conditions, teachers’ social networks and teachers’ careers* /Principal Investigator: L. Anderson / Funder: Haynes Foundation

2003-08 Urban Teacher Education Collaborative, Center X Teacher Education Program / UCLA Institute for Democracy, Education & Access / Principal Investigators: J. Oakes, K. Hunter Quartz / Funder: Stuart Foundation

**HIGHER EDUCATION TEACHING**

**2012- Connecticut College**, New London, CT

 EDU223: Foundations of Education

 EDU225: Curriculum and Classroom Assessment

 EDU250: Cities and Schools Thematic Inquiry Seminar

 EDU313: Children, Books and Culture

 EDU341: Literacy Methods in the Elementary Classroom

 EDU445: Student Teaching in the Elementary School

 EDU450: Student Teaching Seminar in Critical Pedagogy

**2010-12 University of Southern California**, Los Angeles, CA

 EDUC 701 (doctoral) Pedagogy of Teacher Education

 EDUC 599 (doctoral) Qualitative Methods

 EDUC 517 (masters) Understanding the Context of Urban Schools

**2009 The Ohio State University,** Columbus, OH

 T&L 674: School-Family Partnerships (emphasis on diversity and culture)

**2009 Denison University,** Granville, OH

 EDUC 390: Critical Pedagogy / Gender, Race & Class in U.S. Education

**2005-07 University of California, Los Angeles,** Los Angeles, CA

 ED490B (graduate): Student Teaching / Field Seminar (co-facilitator)

 ED222B (graduate): Qualitative Methods (teaching assistant for Prof. Kris Gutiérrez)

**OTHER RESEARCH & TEACHING EXPERIENCE**

**2005-07 Field Supervisor,** UCLA Center X Teacher Education Program,Los Angeles, CA

**2004-07 Consultant/Trainer**, The Wonder of Reading, Los Angeles, CA

**2006 Summer (Research / Reform) Associate**, United Teachers Los Angeles (UTLA)

**2004 Summer (Research) Associate** (professional expert), LAUSD, Los Angeles, CA

**2004-06 Design Team Member,** *Civitas* School of Leadership, Los Angeles, CA

**2000-03 Teacher,** Community Elementary School 53 (Basheer Quisim School), Bronx, NY

**1999-00 Editorial Assistant,** Association for the Development of Education in Africa, Paris.

**INSTITUTIONAL SERVICE (SELECTED)**

***Connecticut College***

**2017- Chair**, Faculty Search Committee (Education)

**2016- Coordinator,** Cities and Schools Pathway (“Connections”)

**2015** **Chair,** Education Department

**2014- Steering Committee Member**,Holleran Center for Community Engagement

**2017 Member**, Summer Programming Committee

**2017** **Consultant**, Full Participation Working Group (January-May)

**2016-17 Chair,** FacultySearch Committee (Mellon)

**2014-15 Member,** Full Participation Working Group

**2013-16 Faculty Representative**,Dean’s Grievance Board

**2014-15 Member**,Priorities Planning and Budget Committee (sabbatical replacement)

**2013-14 Faculty Fellow**,Center for the Comparative Study of Race and Ethnicity

***University of Southern California***

**2010-13 Doctoral advisor/committee member**, Rossier School of Education

***Urban******Education Policy (UEP) PhDs:*** Kathryn Struthers, John Beltramo

***Teacher Education in a Multicultural Society (TEMS) EdDs:*** Kristin Kuizinga, Jeanne Loh, Farah Meadows, Tololupe Noah, Linda Nakagawa

**2010-12 Member**, TEMS Concentration Committee

**2012 Faculty Lead**, Redesign of UEP Ph.D. Qualitative Methods Sequence

**2010-11 Member,** MAT Data Working Group

**2010-11 Lead Facilitator/Member**, MAT Outcomes Committee

**2011** **Supervisor,** TEMS EdD Field Experience/Apprenticeship

**2011 Member**, MAT Exit Survey Committee (drafted exit survey for MAT students)

**AFFILIATIONS & SERVICE**

**Editorial**

* Manuscript reviewer, *Educational Policy* (since 2017)
* Manuscript reviewer, *Review of Educational Research* (since 2012)
* Manuscript reviewer, *Sociology of Education* (since 2011)
* Manuscript reviewer, *Education Evaluation and Policy Analysis* (since 2011)
* Manuscript reviewer, *American Journal of Education* (since 2011)
* Manuscript reviewer, *Teacher Education Quarterly* (since 2010)
* Manuscript reviewer, *Educational Administration Quarterly* (since 2010)
* Manuscript reviewer, *Teaching and Teacher Education* (since 2008)
* Manuscript reviewer, *Journal of Teacher Education* (since 2005)

**Other**

* Secretary (Elected), American Association of Colleges of Teacher Education, Connecticut Chapter (2017-present)
* Member (Appointed), New London Board of Education Superintendent Search Committee (2017-present)
* Member (Appointed), AERA Division K Legacy Award Committee (2016-2017)
* Member (Appointed), AERA Review of Research Award Committee (2015-2017)
* Member (Appointed), AERA Division K Dissertation Award Committee (2015-2016)
* Member (Appointed), AERA Review of Research Award Committee (2015-2017)
* Member (Appointed), Citizen’s Advisory Council to New London Board of Education

(2013-2014)

* Member (Appointed), AERA Division K Executive Board (2010-2012)
* Co-chair (Appointed), Awards Committee, AERA Division K (2010-2012)
* Member, American Educational Research Association (since 2003)
* Member, Association for Multicultural Education (since 2010)
* Member, National Council of Teachers of English (since 2011)

**AWARDS & HONORS**

**2013 Distinguished Alumnus Award,** Bank Street Graduate College Alumni Association

**2007-08 Dissertation Fellowship,** University of California, All Campus Consortium on Research for Diversity (ACCORD)

**2007-08 Dissertation Year Fellowship,** University of California at Los Angeles

**2006-07 Dissertation Fellowship,** John Randolph Haynes and Dora Haynes Foundation

**2005-06 Research Mentorship Fellowship,** University of California at Los Angeles

**1998 Fellowship**, Fulbright-Hays Group Project Abroad (Arusha, Tanzania)