

CURRICULUM VITAE
MARK D. VAGLE, PhD.

Education

Degree	Institution	Date Degree Granted
B.A.	Concordia College Elementary Education	1994
M.A.	St. Mary's University Education	1996
Ph.D.	University of Minnesota Education, Curriculum, & Instruction: Elementary Education [Timothy Lensmire & Julie Kalnin, Advisors]	2006

Positions/Employment

University of Minnesota, Twin Cities	2012 –present
(Professor)	2017-present
(Associate Professor)	2012-2017

Associate Department Chair of Personnel & Faculty Development– Department of Curriculum & Instruction (August, 2024-Present)

Department Chair—Department of Curriculum & Instruction (July 2018-January 2021; *Outgoing Department Chair*, January 2021-August 2021)

Co-Director-Elementary Education (August 2021-August 2024)

On Sabbatical (2017-18 Academic Year)

Associate Department Chair—Department of Curriculum & Instruction (August 2014-August 2017; *Interim Department Chair*, May-August 2014)

Lead of the Research & Development (R&D) of Equity-Based Teaching and Learning Projects Initiative—College of Education and Human Development (January 2014-May 2016)

Graduate Programs Lead- Elementary Education (2012-2018); *Co-Graduate Programs Lead*—Elementary Education (2018-Present)

Adjunct Faculty, Department of Educational Theory and Practice
The University of Georgia

Co-Founder and Co-Director (2010-present), The CLASSroom Project (@ the U of
M, The University of Minnesota) & (@ UGA, The University of Georgia)

University of Georgia	2006-2012
(Associate Professor)	2011-2012
(Assistant Professor)	2006-2011

<i>Associate Director</i> Institute for Interdisciplinary Research in Education and Human Development	(January-August, 2012)
<i>Affiliate Faculty</i> , Qualitative Research Program	2007-2012

Graduate appointments

The University of Minnesota-Twin Cities	2002-2006
(Research Associate; Research Assistant; Teaching Assistant; Middle School Coordinator)	

Other professional employment

Community Middle School, Grades 6-8, West Windsor-Plainsboro Regional School District, Plainsboro, NJ	2000-2002
(Assistant Principal)	

Minnetonka Middle School West, Minnetonka Public Schools, Minnetonka, MN	1997-2000
(Teacher-Grades 6-8, Language Arts, Social Studies, Mathematics)	

Clear Springs Elementary School, Minnetonka Public Schools, Minnetonka, MN	1994-1997
(Teacher-Grades 3 & 5)	

Licenses Held

Minnesota

Elementary Education (1-6) Full Time (Expired 2007)
Coaching (7-12) Full Time (Expired 2007)
Middle School English/Language Arts (5-8) Full Time (Expired 2007)
Middle School Social Studies—All (5-8) Full Time (Expired 2007)
District—Principal K-12, Professional Administrative (Expired 2007)

New Jersey

Principal K-12, Lifetime

Certifications Held & In Process

E-RYT 200 hour Yoga Teacher Training–Active
Yoga Therapist Certification–In process

HONORS AND AWARDS FOR RESEARCH/CREATIVE WORK, TEACHING, PUBLIC ENGAGEMENT, AND SERVICE

University of Minnesota

Marty & Jack Rossmann Award (*for exceptional level of creativity and productivity in scholarship, teaching, and service*), 2017

AERA Qualitative Research SIG Outstanding Qualitative Research Book Award Recipient (*Crafting Phenomenological Research*), 2016

AERA Division G Early Career Award Finalist, 2016

College of Education and Human Development's CEHD Leads Program, 2016

Department of Curriculum and Instruction Summer Research Grant for CI Faculty, 2013

Department of Curriculum and Instruction Graduate Studies Summer Research Fellowship, 2005 – University of Minnesota

Phi Kappa Phi Honorary Society, 2004 - present – University of Minnesota

University of Georgia

College of Education Faculty Senate D. Keith Osborn Award for Teaching Excellence: Assistant Professor Category, 2010--The University of Georgia

Graduate School, Outstanding Mentoring Award Nominee, 2010--The University of Georgia

Concordia College

Summa Cum Laude Graduate, 1994 – Concordia College

Rhodes Scholar Nominee, 1993 – Concordia College

Omicron Delta Kappa Society, 1993 - present – Concordia College

Alpha Society, 1991-1994 – Concordia College

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Grants and Contracts

External Sources

Received at the University of Minnesota (2002-2006, 2012-Present):

Research Grants/Contracts

Faculty Lead & Principal Investigator
The Wells Fargo Foundation
Educating for Sustainable Hopeful Futures Project
June 2020-August 2022
\$200,000

Principal Investigator
Co-Principal Investigator, Deborah Dillon
The Bush Foundation
Alternative Pathways to Teaching: Examining Equity-Based Teacher Education
January 1, 2015-December 31, 2017 (*No Cost Extension to December 31, 2019*)
\$400,000

Principal Investigator
Association of the United States Army (AUSA)
BAM Adventures Study, August 2012-February 2013
\$25,000

Research Consultant, Research Associate, Research Assistant
Steven Yussen and Deborah Dillon, Co-Principal Investigators
The Bush Foundation
Minnesota Reads: A Higher Education Partnership to Better Prepare Faculty and
Future Teachers for Reading Instruction, 2002-2007
\$1,000,000 each year over 3 years

Research Methodology, School, and Community-Based Contracts

Instructor
ResearchTalk: Summer Workshop
Inductive? Deductive? Abductive? Integrating these “Ways to Reason” in Qualitative
Inquiry
University of North Carolina
August, 2025
Contract=\$2500

ResearchTalk: Summer Workshop
5 Principles for Designing and Carrying Out Our Qualitative Research
University of North Carolina
June, 2024
Contract=\$2000

Instructor
ResearchTalk: Qualitative Research Summer Intensive
Crafting Phenomenological Research: How Phenomena Can Take Shape in Various
Contexts
University of North Carolina
July, 2023
Contract=\$4000

Instructor
ResearchTalk: Summer Workshop
“Being” a Qualitative Researcher
June, 2022
Contract=\$3600

Instructor
ResearchTalk: Qualitative Research Summer Intensive
Crafting Phenomenological Research: How Phenomena Can Take Shape in Various
Contexts
University of North Carolina
July, 2021
Contract=\$3000

Instructor
ResearchTalk: Qualitative Research Summer Intensive
Crafting Phenomenological Research: How Phenomena Can Take Shape in Various
Contexts & Learning from Lived Experience: How We Can Study the World as It Is
Lived
University of North Carolina
July, 2019
Contract=\$4200

Instructor
ResearchTalk: Qualitative Research Summer Intensive
Crafting Phenomenological Research: How Phenomena Can Take Shape in Various
Contexts & Learning from Lived Experience: How We Can Study the World as It Is
Lived; and Designing and Making Decisions in Qualitative Data Collection Projects
University of North Carolina
July, 2016
Contract=\$7000

Co-Director

With Stephanie Jones

Other Side of Poverty in Schools, MN; Forest Lake Public Schools; Mounds View Public Schools; University of Minnesota Extension Center for Family Development
The CLASSroom Project, 2016

Contracts to date= \$22,000

Co-Director

With Stephanie Jones

Other Side of Poverty in Schools, MN; Faribault Public Schools; Forest Lake Public Schools; Mounds View Public Schools
The CLASSroom Project, 2015

Contracts= \$40,000

Instructor

ResearchTalk: Qualitative Research Summer Intensive

Crafting Phenomenological Research: How Phenomena Can Take Shape in Various Contexts & Learning from Lived Experience: How We Can Study the World as It Is Lived

University of North Carolina

July, 2015

Contract=\$4200

Instructor

Institute for Interdisciplinary Research in Education and Human Development,
Georgia Center, The University of Georgia

Introduction to Phenomenological Research Methodology Workshops—Parts 1 & 2
May, 2014

Contract=\$8000

Instructor

ResearchTalk: Qualitative Research Summer Intensive

Crafting Phenomenological Research

University of North Carolina

July-August, 2014

Contract=\$2800

Instructor

Institute for Interdisciplinary Research in Education and Human Development,
Georgia Center, The University of Georgia

Introduction to Phenomenological Research Methodology Workshop June 5-7, 2013
\$6000

Co-Director

With Stephanie Jones

Other Side of Poverty in Schools, MN; Oakwood Elementary School, Hall County
Schools, GA
The CLASSroom Project, 2014
Contracts= \$40,000

Co-Director
With Stephanie Jones
Other Side of Poverty in Schools, MN; Carroll County Schools, GA; Oakwood
Elementary School, Hall County Schools, GA, Tadmore Elementary School, Hall
County Schools, GA
The CLASSroom Project, 2013
Contracts= \$55,000

Received at the University of Georgia (2006-2012):

Research Methodology, School, and Community-Based Contracts

Instructor
Institute for Interdisciplinary Research in Education and Human Development,
Georgia Center, The University of Georgia
Introduction to Phenomenological Research & Post-Intentional Research Research
Methodology Workshop May 22-25, 2012
\$4000

Instructor
Institute for Interdisciplinary Research in Education and Human Development,
Georgia Center, The University of Georgia
What in the World is Phenomenology? Research Methodology Workshop June 9 &
10, 2011
\$4000

Co-Director
With Stephanie Jones
Carroll County Schools, GA; Oakwood Elementary School, Hall County Schools,
GA, Gwinnett Campus [May] UGA
The CLASSroom Project, 2012
Contracts = \$33,344

Co-Director
With Stephanie Jones
Douglas County Schools, GA; Early Career Principal Residency Program, UGA;
Other Side of Poverty--Lamar Dodd School of Art, UGA, Gwinnett Campus [May]
UGA, River's Crossing, UGA, Gwinnett Campus
The CLASSroom Project, 2011
Contracts = \$26,510.50

Co-Director
With Stephanie Jones
Other Side of Poverty, UGA; Coweta County Schools, GA
The CLASSroom Project, 2010
Contracts = \$8,600

External Consultant
Concordia College, Moorhead, MN
Self-study evaluation for the Concordia College (MN) Department of Education's
Self-Study/Program Review, March, 2011
\$2000

Middle Grades Consultant
Arthur Recesso, PI and Michael J. Hannafin, Co-PI
US Education Department Preparing Tomorrow's Teachers to use Technology (PT3)
program
Learning & Performance Support Laboratory at the University of Georgia
Evidence-based Technology Enhanced Alternative Curriculum in Higher Education
(ETEACH)
\$1,068,000 over three years (2003-2006, 2007 no cost extension)

University Sources

Received at the University of Minnesota (2012-Present):

Research Grants/Contracts

Principal Investigator
Grant-in-Aid Program
The Social Class-Sensitive Photo-Storying Project
2013-14
\$39,366.35 (*No-Cost Extension to May 2015*)

Received at the University of Georgia (2006-2012):

Research Grants/Contracts

Principal Investigator
The University of Georgia Research Foundation, Junior Faculty Research Grant
Program No Pass, No Go! Low Income Young Adolescents and their Teachers Using
Formative Assessment to Prepare for the High Stakes Test—Phase 1, Spring 2009
\$7,523

Co-Principal Investigator
With Gayle Andrews
College of Education, Large Collaborative Grant Development Program

Responding to the National Science Foundation's Discovery K-12 Program
Solicitation: Proposal to Seek Support for Large Collaborative Grant Development,
Spring 2007
\$9,232

Publications

Books

Vagle, M.D. (Anticipated Release, September 2026). *Post-intentional phenomenology (PIP): A Guidebook*. London: Routledge.

Vagle, M.D. (In preparation, Anticipated Release, Early 2027). *Philoso-Phock It! Because the things that really matter are that deep*. [Working Title]

Vagle, M. D. (2025). *Crafting phenomenological research, 3rd Ed.* London: Routledge. (212 pages)

Vagle, M. D. (2018). *Crafting phenomenological research, 2nd Ed.* London: Routledge. (198 pages)

Vagle, M. D. (2014). *Crafting phenomenological research, 1st Ed.* Thousand Oaks, CA: Left Coast Press (now Routledge). (171 pages)

Vagle, M. D. (Principal Author and Editor) (2012) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing. (306 pages)

Lee, K. & **Vagle, M. D.** (Eds.) (2010) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. New York: Palgrave Macmillan. (274 pages) [re-released in paperback, 2012]

Books (in preparation)

Jones, S. & **Vagle, M.D. (In Preparation)**. *The other side(s) of poverty in schools* [working title]

Vagle, M.D., Roscher, E., Hamel, T., & Gast, K. Eds. **(In Preparation)**. *Embodied productions of social class*. [working title]

Refereed Journal Articles

Hahn Ganser, L., Surrette, M., Silk, J., **Vagle, M. D.,** & Fiegen, A. (2025). Creating Spaciousness: Art as Inquiry and Post-Intentional Phenomenology as Art. *International Review of Qualitative Research*, 0(0). <https://doi.org/10.1177/19408447251334611>

- Vagle, M.D.** (2021). Post-intentionally considering post-qualitative inquiry. *Qualitative Inquiry*, 27(1), pp. 201-209.
- Vagle, M.D.** (2019). Post-intentional phenomenology and studies of social change in teaching. *Oxford Research Encyclopedia of Education*. (I, *)
- Vagle, M.D.** (2019). It is known. *Qualitative Inquiry*. Available Online: DOI: <https://doi.org/10.1177/1077800418819636>
- Vagle, M.D.** (2018). The *Game of Thrones* small council and doctoral training in qualitative inquiry. *Qualitative Inquiry*. Available Online: DOI: <https://doi.org/10.1177/1077800418785204>
- Valentine, K. D., Kopcha, T. J. & **Vagle, M. D.** (2018). Phenomenological methodologies and their role in the field of educational communications and technology. *TechTrends*, 62(5), pp 462–472.
- Vagle, M.D.**, Monette, R., Thiel, J., & Wester-Neal, K. (2017). Enacting post-reflexive teacher education. *Pedagogies: An International Journal*. Available Online: DOI: [10.1080/1554480X.2017.1344555](https://doi.org/10.1080/1554480X.2017.1344555)
- Vagle, M.D.** (2016). Making pedagogical adaptability less obvious. *Theory into Practice*. Available Online: DOI: 10.1080/00405841.2016.1184535
- Vagle, M.D.**, Clements, C. H., & Coffee, A. C. (2016). Analytic productions in post-intentional phenomenological research. *Cultural Studies-Critical Methodologies*. Available Online: DOI: 10.1177/1532708616643983
- Vagle, M.D.** & Hofsess, B. (2015). Entangling a post-reflexivity through post-intentional phenomenology. *Qualitative Inquiry*. Available Online: DOI:10.1177/1077800415615617
- Vagle, M.D.** (2015). Curriculum as Post-Intentional phenomenological text: Working along the edges and margins of phenomenology using post-structuralist ideas. *Journal of Curriculum Studies*, 47(5), 594-612.
- Vagle, M.D.** (2015) Reviving theoretical insurrection in middle grades education, *Middle Grades Review*, 1(1), 1-8. Available at: <http://scholarworks.uvm.edu/mgreview/vol1/iss1/2>
- Struck, M. & **Vagle, M.D.** (2014). Using their own stories: A culturally relevant response to intervention. *E-Journal of Balanced Reading Instruction*, 2(1), 1-10.
- Freeman, M. & **Vagle, M. D.** (2013). Grafting the intentional relation of hermeneutics and phenomenology in linguisticity. *Qualitative Inquiry*, 19(9), 725-735.
- Jones, S. & **Vagle, M.D.** (2013). Living contradictions and working for change: Toward a theory of social class-sensitive pedagogy. *Educational Researcher*, 42(3), 129-141.

Vagle, M. D. & Jones, S. (2012). The precarious nature of social class-sensitivity in literacy: A social, autobiographic, and pedagogical project. *Curriculum Inquiry*, 42(3), 318-339.

Vagle, M. D. (2011) Critically-oriented pedagogical tact: Learning about and through our compulsions as teacher educators. *Teaching Education*, 22(4), 413-426.

Vagle, M. D. (2011). Lessons in contingent, recursive humility. *Journal of Adolescent and Adult Literacy*, 54(6), 362-370.

Vagle, M. D. (2010). Re-framing Schön's call for a phenomenology of practice: A post-intentional approach. *Reflective Practice: International and Multidisciplinary Perspectives*, 11(3), 393-407.

Vagle, M. D. (2010). Pathic pedagogies as everyday work. *Pedagogies: An International Journal*, 5(2), 142-152.

Vagle, M. D. (2009). Validity as intended: "Bursting forth toward" bridling in phenomenological research. *International Journal of Qualitative Studies in Education*, 22(5), 585-605.

Vagle, M. D. (2009). Locating and exploring teacher perception in the reflective thinking process. *Teachers and Teaching: Theory and Practice*, 15(5), 579-599.

Vagle, M.D., Hughes, H. E., & Durbin, D.J. (2009). Remaining skeptical: Bridling for and with one another. *Field Methods*, 21(4) 347-367.

Vagle, M. D. (2008). Searching for a prophetic, tactful pedagogy: An attempt to deepen the knowledge, skills, and dispositions discourse around good teaching. *Education and Culture*, 24(1), 49-65.

Vagle, M. D. (2006). Dignity and democracy: An exploration of middle school teachers' pedagogy. *Research in Middle Level Education Online*, 29(8), 1-17.

Vagle, M. D., Dillon, D. R., Davison-Jenkins, J., LaDuca, B., & Olson, V. (2006). Redesigning literacy preservice education at four institutions: A three-year collaborative project. *Fifty-Fifth Yearbook of the National Reading Conference*. (pp. 324-340)

Book Chapters (*refereed; ^student; I invited)

Vagle, M.D. & Clifden, J. (in press). Post-intentional phenomenological (PIP) interviewing: A contemplative approach. In K. Roulston, Ed. *A practical guide for doing qualitative interviews within a methodological frame: Beyond the semi-structured-unstructured heuristic*. Sage.

Andrew Fiegen, Laurie Hahn Ganser, Jalen Giles, Vanessa Hoff Alyssa Kasahara, Peng Nelson, Emma Nicosia, Jessica Silk Melissa Surrette, Keitha-Gail Martin-Kerr, Ramon Vasquez, J.B. Mayo Jr, **Mark D. Vagle** (2026). Doing doctorates post-intentionally. In D. Lyons, J. Southcott, & K. Singh Eds. *Shaping doctoral experiences: Nurturing the relational*. Bloomsbury Publishing: New York.

Vagle, M.D., Clements, C., Hahn Ganser, L., & Martin-Kerr, K. G. (In Press). Collective interviewing in post-intentional phenomenology (PIP) inquiry. In G. Kamberelis & A. Welker, Eds. *Handbook on Focus Group Methods in the Social Sciences*. Elgar Publishing Company.

Vagle, M.D. & Wald, B. (2025). Toward a Critical and Post-Intentional Phenomenology (crit-PIP). In P. Pasque (Ed.) *Critical Qualitative Research and Social Justice: Key Concepts in Qualitative Methods*. Routledge: London

Vagle, M.D., Surrette, M., Silk, J., Hahn Ganser, L., & Fiegen, A. (2024). Healing our inner 5th grader in qualitative inquiry: How Post-Intentional Phenomenology (PIP) might help. In N. Denzin & M. Giardina, Eds. *Qualitative Inquiry in the Present Tense: Writing a New History*.

Vagle, M.D., Martin-Kerr, K.G., LoBello Miller, J., Wald, B., & Fairbanks, H. (2023). Critical Post-Intentional Phenomenological Inquiry (crit-PIP): Why it Matters and What it Can Do. In *The Sixth Edition of the Sage Handbook of Qualitative Research*.

Clifden, J. & **Vagle, M.D.** (2020). Walking into the posts. In *Phenomenological Inquiry in Education: Theories, Provocations, and Directions*. Routledge

Vagle, M.D. & Hamel, T. (2019). Missed opportunities, no more. In K. Brinegar, L. Harrison, & E. Hurd (Eds.). *Equity and cultural responsiveness in the middle grades handbook*. (I, ^)

Clements, C. & Vagle, M.D. (2020). Working class student experiences: Towards a social class-sensitive pedagogy. In M. Fazio, C. Launius, & T. Strangleman (Eds.) *Working Class Studies Handbook*. New York: Routledge. (*)

Peterson, D. S, Boardman, A., & **Vagle, M.D.** (under review). Structures for stakeholder collaboration. In L. Helman and M. Burns (Eds.). *Engagement for Equity*. (I)

Vagle, M.D. (2017). But I had windows. In S. Travis, A. Kraehe, E.J. Hood, & T. Lewis (Eds.). *Pedagogies in the Flesh: Case Studies on the Embodiment of Sociocultural Differences in Education* (*)

Hughes, H. & **Vagle, M.D.** (2014) Disrupting the dissertation, phenomenologically speaking: A reflexive dialogue between advisor-advisee. In R.N. Brown, R. Carduzzi,

and C. Kuby (Eds.). *Disrupting Qualitative Inquiry: Possibilities and Tensions in Educational Research* (^, I) [Vagle Contribution: 40%]

Vagle, M. D. (2013) Contextualizing the middle grades teacher. In P.G. Andrews (Ed.) *Research to Guide Practice in Middle Grades Education*. (*)

Lee, K. & **Vagle, M. D.** (2012) Volume editor's paperback preface. In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. [Vagle Contribution: 50%]

Vagle, M. D. (2012) Trying to poke holes in teflon: Developmentalism; young adolescence; and contingent, recursive growth and change. In M. D. Vagle (Principal Author and Editor) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing. (pp. 11-38)

Vagle, M. D. (2012) Introduction: Being a bit disruptive. In M. D. Vagle (Principal Author and Editor) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing. (pp. 1-10)

Vagle, M. D. (2012) Locating and opening up some obscured micro-contexts in order to do more LEARNING FROM (rather than teaching) young adolescents. In M. D. Vagle (Principal Author and Editor) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing. (pp. 39-44)

Vagle, M. D. (2012) Making a reoriented conception of growth and change "actionable". In M. D. Vagle (Principal Author and Editor) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing. (pp. 135-138)

Vagle, M. D. (2012) Re-conceptualizing growth and change "outside" US contexts. In M. D. Vagle (Principal Author and Editor) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing. (pp. 203-208)

Vagle, M. D. (2012) Closing: Some messy hopes. In M. D. Vagle (Principal Author and Editor) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing. (pp. 283-286)

Vagle, M. D. (2010). Pursuing an answerable education for young adolescents: Implications for critical middle grades literacy teacher education. In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 115-130)

Vagle, M.D. & Parks, A. (2010). A schismatic family and a gated community? In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 213-232)

Lee, K., & **Vagle, M.D.** (2010). General introduction: Developmentalism and the need for critical conversations within and across the fields. In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 1-10) [Vagle Contribution: 50%]

Lee, K., & **Vagle, M.D.** (2010). Conversations across fields. In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 209-212) [Vagle Contribution: 50%]

Vagle, M.D. (2010). Responsive to what? In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 109-114)

Vagle, M. D. (2007). Middle school teacher qualities: Looking for signs of dignity and democracy. In S. Mertens, V. Anfara Jr., & M. Caskey (Eds.) *The young adolescent and the middle school. Handbook of research in middle level education, Volume 6*. (pp. 323-342). Greenwich, CT: Information Age Publishing (*)

Interviews & Blogs

News & Events. University of Minnesota Website. *Closing the opportunity gap with class-sensitive teaching*. October 3, 2016,
<http://twin-cities.umn.edu/news-events/closing-opportunity-gap-class-sensitive-teaching>

CEHD Connect Magazine. *Stories for Change*. August 2016,
<http://connect.cehd.umn.edu/stories-for-change/>

Interviewed by Gideon Strauss (<http://faculty.icscanada.edu/gstrauss>) on *Crafting Phenomenological Research*, October 7, 2015,
<https://youtu.be/SpW0NtoiRyQ?list=PLGtAfdNRiS84panzmVWLN6MOUxgMx-eL7>

CEHD Vision 2020. *Working to Achieve Educational Equity with Social Class-Sensitive Education*, August 7, 2015,
<http://cehdvision2020.umn.edu/cehd-blog/social-class-education-educational-equity/>

CEHD Vision 2020. *5 Principles for Social Class-Sensitive Change in Schools*, June 21, 2013, <http://cehdvision2020.umn.edu/cehd-blog/class-sensitive-learning-environments/>

Kelly Simmons, *In the CLASSroom*. *Georgia Magazine*, 92, 2012,
<http://uga.edu/gm/ee/index.php?/single/2012/12/1712/>

Lee Johnson, 'Photostorying' *Connecting Oakwood Students to Curriculum*. September 12, 2012, <http://www.gainesvilletimes.com/archives/72697/>

Presentations, Posters, and Exhibits

Invited Presentations at Professional Meetings, Conferences, etc.

Hughes, H. & Vagle, M.D. (2014, May). Disrupting the dissertation, phenomenologically speaking: A reflexive dialogue between advisor-advisee. Paper presented at the Tenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Hughes, H. & Vagle, M.D. (2014, April). Disrupting the dissertation, phenomenologically speaking: A reflexive dialogue between advisor-advisee. Paper presented at the Annual Meeting of the American Education Research Association, Philadelphia, PA.

Zenkov, K., Vagle, M.D., Ewaida, M., Bell, A. C., Lynch, M., & Kearney, K. B. (2013). Picturing adolescents' and teachers' perspectives on literacy curricula and pedagogies. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

Valentine, K., Vagle, M.D., & Kopcha, T.J. (2012, October). Offering post-intentional phenomenology as an alternative to transcendental phenomenology in educational technology. Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Louisville, KY.

Pate, J., Kumm, B., Vagle, M.D., & Johnson, C.W. (2012, October) Post-Intentional phenomenology as an approach to studying lived leisure experiences. Paper presented at the National Recreation and Park Association's Leisure Research Symposium, Anaheim, CA.

Vagle, M. D. (2005, December) Middle level 101- From theory to practice. Invited presentation at the annual meeting of the Minnesota Middle School Association. Bloomington, MN.

Vagle, M. D. (2002, February). Topic: applying for your first job - Aspiring administrator workshop. Invited presentation at the West Windsor-Plainsboro Regional School District. Plainsboro, NJ.

Contributed Papers Presented at Professional Meetings, Conferences, etc.

Hahn Ganser, L., Surette, M., Silk, J., Vagle, M.D., Fiegen, A. (2025, April) Arts as inquiry and post-intentional phenomenology as art. Paper presented at the Annual Meeting of the American Educational Research Association, Denver.

Bigelow, M., Vagle, M.D., Stone, K., Maloney Leaf, B., Beaton, J., Henning-Smith, J., LoBello Miller, J., Billington, B., Nelson, E., Momanyi, A., & Vasquez, R. (2024, April). Making policy generative: Re-envisioning justice oriented teacher education. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia.

Hahn Ganser, L., Surrette, M., Silk, J., Fiegen, A., & Vagle, M.D. (2024, April) Entering the middle of becoming a qualitative researcher? Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia.

Vagle, M.D. (2023, May). Entering the middle of becoming a qualitative researcher. Paper presented at the Nineteenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M.D., Martin-Kerr, K.G., LoBello Miller, J., Wald, B., & Fairbanks, H. (2023, April) Critical Post-Intentional Phenomenological Inquiry (crit-PIP). Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

Vagle, M.D. (2019, May). Attempts to produce and provoke social change. Paper presented at the Fifteenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M.D. & Clements, C. (2018, May). Post-intentional phenomenology and the amplification of counter narratives. Paper presented at the Fourteenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M. D., Gast, K., Leidl, T., Sterner, S., Christensen, L., & Nielsen-Winkelman, T. (2018, April). *What might become of “phenomena” in the post-human turn...thus far?* Paper presented at the Annual Meeting of the American Educational Research Association, New York.

Dutro, E., Vagle, M.D., Campano, G., Ghiso, M., & Enriquez, G. (2017, December). *Literacy research as affective encounter: (Un)framing data in response to brutal times*. Paper presented at the Annual Meeting of the Literacy Research Association, Tampa, FL.

Vagle, M.D., Thiel, J. J., & Hofsess, B. (2017, May). Re-considering the stability/instability of the human in post-phenomenological inquiry. Paper presented at the Thirteenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M.D., (2017, May). Moving from phenomenon as “individual” to phenomenon as “apparatuses for social change”. Paper presented at the Thirteenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL

Niedzielski, J. & Vagle, M.D., (2017, May). Conceptualizing post-intentional phenomena as thresholds. Paper presented at the Thirteenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL

Vagle, M.D. (2017, April). What might happen if we begin with concept in post-intentional phenomenology? Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Vagle, M.D., Gast, K., Leidl, T., Clements, C., & Stutelberg, E. (2017, April). Pedagogical tensions in helping teacher candidates become social class-sensitive. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Ham, Y.H., & Vagle, M.D. (2017, April). Saving Chi: Exploring key factors affecting Korean immigrants' parental school involvement. Paper to be presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Vagle, M.D., (2016, May). Beginning with philosophical concept in qualitative research. Paper presented at the Twelfth International Congress of Qualitative Inquiry, Champaign-Urbana, IL

Vagle, M.D., (2016, May). Post-intentional phenomenology as social activism and insurrection. Paper presented at the Twelfth International Congress of Qualitative Inquiry, Champaign-Urbana, IL

Vagle, M.D., Freeman, M. & Hofsess, B. (2016, April). Reassembling hermeneutics and phenomenology: Post and arts-based possibilities. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.

Vagle, M.D., Gast, K., Henning-Smith, J. & Leidl.T. (2016, April). Making and unmaking phenomena in post-intentional phenomenology. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.

Vagle, M.D. (2015, May). Embodied football analysis. Paper presented at the Eleventh International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M.D. (2015, May). The making and unmaking of equity-mindedness. Paper presented at the Eleventh International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M.D., Coffee, A, & Clements, C. (2015, May). Working-class theorizing in post-intentional phenomenological data analysis. Paper presented at the Eleventh International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M.D., Coffee, A, & Clements, C. (2015, April). Playing with embodied data analysis in post-intentional phenomenological research. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Vagle, M.D., Gast, K., & Christensen, L. (2015, April). Continuing to trouble stage developmentalism. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Vagle, M. D. (2014, May). Resisting over-coding in post-intentional phenomenology. Paper presented at the Tenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M. D. (2014, May). Deconstructing what we build and think we know. Paper presented at the Tenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Vagle, M.D. & Hofsess, B. (2014, April). Amplifying the post in post-intentional phenomenology. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Vagle, M.D., (2013, December). Social class-sensitive photo-storying in high-poverty contexts. Paper presented at the Annual Meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas, TX.

Vagle, M., Jones, S., Coffee, A., Crites, C., Funk, A., Jones, H., Peevy, B., Pittard, B., Rayburn, S., & Thiel, J. (2013, November). Using children's and YA literature as a tool for social class-sensitive pedagogy. Paper to be Presented at the National Council of Teachers of English Annual Meeting, Boston, MA.

Vagle, M.D. (2013, November). Developing social class-sensitive teaching practices for young adolescents. Paper presented at the 40th Annual Conference for Middle Level Education. Minneapolis, MN.

Vagle, M.D. & Freeman, M. (2013, May). Post-Intentional tethering(s). Paper presented at the 9th International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Adams, M., Breslin, D., & Vagle, M.D. (2013, May). Trying not to tame post-intentional lines of flight. Paper presented at the 9th International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Vagle, M. D. & Jones, S. R. (2013, April). Living contradictions and working for change: Toward a theory of social class-sensitive pedagogy. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

Vagle, M. D., Monette, R., Thiel, J., & Wester-Neal, K. (2013, May). Trying to educate the bridling practitioner. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

Vagle, M.D., (2012, November). Contingent, recursive theorizing in literacy research. Paper presented at the Annual Meeting of the Literacy Research Association (formerly the National Reading Conference), San Diego, California.

Vagle, M.D. & Jones, S. R., (2012, November). Class-sensitive photo-storying: Middle class affordances, Pedagogical Vulnerabilities, and Insights from a 3rd Grade Classroom. Paper presented at the Annual Meeting of the Literacy Research Association (formerly the National Reading Conference), San Diego, California.

Vagle, M.D., Jones, S. R., & Thiel, J. (2012, November). Conceptualizing a Theoretical Framework for Conducting Social Class-Sensitive Literacy Research. Paper presented at the Annual Meeting of the Literacy Research Association (formerly the National Reading Conference), San Diego, California.

Jones, S. R., Vagle, M.D., Choi, S. Y., Francis, M., Johnson, L., Jones, S. P., Rollin, S., Thiel, J. (2012, November). The language of class and classism: Working toward anti-classist classrooms and schools. Paper presented at the Annual Meeting of the National Council for the Teachers of English, Las Vegas, NV.

Freeman, M., & Vagle, M. D. (2012, May). Grafting the intentional relation of hermeneutics and phenomenology in language. Paper presented at the 8th International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Vagle, M. D. (2011, May) Post-intentional phenomenology and the egocentric predicament in qualitative research. Paper presented at the 7th International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Vagle, M. D. (2011, April) Phenomenology: An assaulting displacement of the social sciences. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Vagle, M. D. (2011, April) Living as an “intentional philosopher” in phenomenological research. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Vagle, M. D. (2010, December) Making a Case for Phenomenological Literacy Research. Paper presented at the annual meeting of the Literacy Research Association (formerly National Reading Conference), Dallas-Fort Worth, TX.

Vagle, M. D. & Jones, S. (2010, December) Class-sensitive literacy pedagogies: Theorizing the precarious. Paper presented at the annual meeting of the Literacy Research Association (formerly National Reading Conference), Dallas-Fort Worth, TX.

Vagle, M. D. (2010, October) Pursuing an answerable education for young adolescents: Implications for critical middle grades literacy teacher education. Paper presented at the 18th International Reconceptualizing Early Childhood Education (RECE) Conference, Dalton, GA.

Vagle, M. D. (2010, May) A post-intentional phenomenological research approach. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Vagle, M. D. (2010, February) Educating the curious teacher educator. Paper presented at the 62nd annual meeting of the American Association of Colleges for Teacher Education. Atlanta, GA.

Vagle, M. D. (2009, December) Cultivating (critical) tact in future middle grades literacy teachers: Challenges in the complex embeddings of teaching and learning. Paper presented at the annual meeting of the National Reading Conference. Albuquerque, NM.

Vagle, M. D. (2009, April) Pursuing an answerable education for young adolescents. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.

Freeman, M. & Vagle, M. D. (2009, April) Turning hermeneutics and phenomenology on one Another: Implications for qualitative research. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.

Vagle, M. D. (2008, December) Embracing a contingent, recursive adolescence: Implications for critical middle grades literacy pedagogies. Invited paper presented at the annual meeting of the National Reading Conference. Orlando, FL.

Vagle, M.D., Hughes, H. E., Durbin, D.J. (2008, December). Searching for openings: Cultivating tact in middle grades preservice literacy teachers. Paper presented at the annual meeting of the National Reading Conference. Orlando, FL.

Vagle, M. D. (2008, March). A critical middle school curriculum: Aiming to construct a contingent and recursive adolescence. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Vagle, M.D., Hughes, H. E., Durbin, D.J. (2008, March). Remaining skeptical when doing phenomenological research: Bridling for and with one another. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Andrews, P. G., & Vagle, M. D. (2008, March). Middle grades researchers: Theorizing about and through our research. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Vagle, M. D., Durbin, D. J., & Hughes, H. E. (2007, November). Responding to middle grades students' writing: A theoretical reflection on pathic dimensions of teaching. Paper presented at the annual meeting of the National Reading Conference. Austin, TX.

Dillon, D., Kelly, K., Vagle, M.D., Boehm, E., & Houck, B. (2007, November). Building a statewide literacy network. Paper presented at the annual meeting of the National Reading Conference. Austin, TX.

Vagle, M. D., Durbin, D. J., & Hughes, H. E. (2007, November). Why don't they get it? Responding through the frustration. Presentation at the annual meeting of National Middle School Association. Houston, TX.

Andrews, G., Brown, P., Durbin, D. D., Harrison, L., Hughes, H. E., Muth, D., Thompson, K., & Vagle, M. D. (2007, November). Using observations to enhance teacher quality: The tools and the tensions. Presentation at the annual meeting of National Middle School Association. Houston, TX.

Vagle, M. D. (2007, April). Being condemned to meaning: How teachers construct their students' understanding. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

Vagle, M. D. (2007, January). Ensuring quality: Finding and giving meaning in phenomenological research. Paper presented at the meeting of the Conference of Interdisciplinary Qualitative Studies (QUIG). Athens, GA.

Dillon, D. R., Vagle, M. D., & Jorgensen, K. (2006, December). Four case studies of future teacher learning and change within a redesigned literacy preservice education program. Paper presented at the annual meeting of the National Reading Conference. Los Angeles, CA.

Vagle, M. D. (2006, November). Learning to be perceptive: Helping preservice middle school teachers recognize when students do not understand. Paper presented at the annual meeting of National Middle School Association. Nashville, TN.

Vagle, M. D., & Dillon, D. (2006, April). Influencing preservice literacy teacher learning through a multi-institutional collaboration among four teacher education programs. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

Dillon, D., & Vagle, M. D. (2006, February). Collaborating through the complexity: Four teacher education programs' commitment to redesign preservice literacy teacher preparation. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. San Diego, CA.

Vagle, M. D. (2005, December). Middle school literacy teachers' pedagogy: The challenges of recognizing and responding when students do not understand during instruction. Paper presented at the annual meeting of the National Reading Conference. Miami, FL.

Dillon, D. R., O'Brien, D., Helman, L., Vagle, M. D., DeLapp, P., Jorgenson, K., Jacobsen, M., Laduca, B., Davison-Jenkins, J. (2005, December) Redesigning literacy preservice education at four institutions: A three-year collaborative project. Symposium at the annual meeting of the National Reading Conference. Miami, FL.

Vagle, M. D. (2005, November). Exploring middle school teachers' pedagogical adaptations during the action present of teaching. Paper presented at the annual meeting of the National Middle School Association. Philadelphia, PA.

Dillon, D. R., Fisher, B., Helman, L., Jacobsen, M., Rapport, B., DeLapp, P., & Vagle, M. D. (2005, November) Developing preservice literacy curriculum: Consensus building on key content, assignments, and clinical experiences. Symposium at the 32nd meeting of the Plains Regional IRA Conference. Minneapolis, MN.

Dillon, D. R., O'Brien, D., DeLapp, P., Vagle, M. D., Galda, L., Bigelow, M., Hughes, J., Beach, R., Jacobsen, M., Olson, V., Fisher, B., & Davison-Jenkins, J. (2004, December). A higher education partnership to better prepare K-12 literacy preservice teachers. Symposium at the annual meeting of the National Reading Conference. San Antonio, TX.

Kalnin, J., Vagle, M. D., Davison-Jenkins, J., La Duca, B., & Olson, V. (2003, December). Developing a framework for evaluating literacy teacher preparation through Minnesota reads: A higher education partnership to better prepare faculty and future teachers for literacy instruction. Paper presented at the annual meeting of the National Reading Conference. Scottsdale, AZ.

Contributed Papers (Under Review) at Professional Meetings, Conferences, etc.

Vagle, M.D., Sterner, S., Christensen, L., Gast, K., Leidl, T., & Nielsen-Winkelman, T. (Under Review). *What Might Become of "Phenomena" in the Post-Human Turn...Thus Far?* Paper submitted for review at the annual meeting of the American Educational Research Association. New York.

Regional and state conventions

Vagle, M.D., Coffino, K., & Dillon, D. (2014, February). Making sure education equity remains central to equity-based teaching & learning projects. Paper presented at the Minnesota Minority Education Conference, Minneapolis, MN.

Vagle, M.D., Jones, H., & Coffee, A. (2012, October). Electric bills, wastepaper baskets, and social class-sensitive pedagogy. Presentation at the Twin Cities Social Justice Fair. Minneapolis, MN.

Dillon, D. R., O'Brien, D. G., & Vagle, M. D. (2006, November). The role of motivation in engaged reading and writing. Paper presented at the 18th meeting of the West IRA Regional Conference. Honolulu, HI.

Dillon, D. R., Vagle, M. D., Olson, V., & Laduca, B. (2005, October) Using concept maps to assess preservice teachers' knowledge (of literacy and how to teach it): A component of the MN reads project. Presentation at the meeting of the Minnesota Association of Colleges for Teacher Education (MACTE). Brooklyn Park, MN.

Vagle, M. D., & Soupir, C. (1999, December). Topic: TwoGether program – Year two. Presentation at the meeting of the Midwest Regional Middle Level Educators. Bloomington, MN.

Vagle, M. D., & Soupir, C. (1999, April). Looping with a twist - Team teaching in a middle school. Presentation at the Action Research Conference, Minnesota State University of Mankato. Mankato, MN.

Vagle, M. D., & Soupir, C. (1998, October). Topic: TwoGether program- Year one. Presentation at the meeting of the Midwest Regional Middle Level Educators. Bloomington, MN.

Abstracts

Pate, J., Kumm, B., Vagle, M.D., & Johnson, C.W. (2012) Post-Intentional phenomenology as an approach to studying lived leisure experiences. [Abstract] *Abstracts from the 2012 National Recreation and Park Association's Leisure Research Symposium.*

Websites

Mindset, Research, Meditation/Movement Guidance Website. www.markdvagle.com

CLASSroom Project Website: <http://theclassroomproject.com/> (co-created with Stephanie Jones, The University of Georgia)

Endorsements of Other Scholars' Work

Jones, S. & Woglom, J. (2016). *On mutant pedagogies: Seeking justice and drawing change in teacher education.* Rotterdam, The Netherlands: Sense Publishers.

Hofess, B. (2016). *Unfolding Afterglow.* Rotterdam, The Netherlands: Sense Publishers.

Lensmire, A. (2012). *White urban teachers: Stories of fear, violence, and desire.* Lanham, Maryland: Rowman & Littlefield Education.

Other Key Activities and Accomplishments

Curricular Materials

Vagle, M. D. (2013, February). *Lived Experience Descriptions*. Phenomenological Analysis Materials requested by Dr. George Kamberelis, The University of Wyoming.

Jones, S. & Vagle, M.D. (2012). *The Other Side of Poverty in Schools*. The CLASSroom Project.

Newsletter Articles

Vagle, M. D. (2003, November). Teacher quality: Who decides? *Minnesota Middle School Association Newsletter*. <http://www.mmsa.info/Publications.htm>

Special Invited Meetings and Lectures

Vagle, M.D., (2024, May). *Introducing Phenomenology in Action for Researching Networked Learning Experiences*. Round Table at the Networked Learning Conference, to be held in Malta, Europe.

Vagle, M.D. (2019, March). *Convening of K-12 Sustainability Education Leadership*. Arizona State University's School of Sustainability.

Vagle, M.D. (2019, March). *5 Principles of Social Class-Sensitive Change*. CI 4122: Social Class, Education, & Pedagogy. Colleen Clements. University of Minnesota.

Vagle, M.D. (2019, March). *5 Principles of Social Class-Sensitive Change*. CI 4122: Social Class, Education, & Pedagogy. Ryan Kiesel. University of Minnesota.

Vagle M.D. (2018, October). *Phenomenology and Post-Qualitative Inquiry*. Global Perspectives on Post-Qualitative Research. David Carlson. Arizona State University.

Vagle, M.D. (2018, April). *5 Principles of Social Class-Sensitive Change*. CI 4122: Social Class, Education, & Pedagogy. Tracy Leidl. University of Minnesota.

Vagle, M.D. (2017, December). *5 Principles of Social Class-Sensitive Change*. CI 4122: Social Class, Education, & Pedagogy. Tracy Leidl. University of Minnesota.

Vagle, M.D. (2017, April). Methodological quandaries in qualitative and post-qualitative research (Mentoring session). Mentor at the annual meeting of the American Educational Research Association, San Antonio, TX.

Vagle, M.D. (2017, April). *Conducting Phenomenological Research*. Pharmacy and the Environment Capstone Seminar. University of Minnesota.

Vagle, M.D. (2017, February). *5 Principles of Social Class-Sensitive Change*. CI 4122: Social Class, Education, & Pedagogy. Tracy Leidl & Colleen Clements. University of Minnesota.

Vagle, M. D. (2017, February). Discussion of *Crafting Phenomenological Research*. Data Analysis Beyond Coding course. Dr. Mirka Koro-Ljungberg, Arizona State University.

Vagle, M.D. (2016, November). *Social Class-Sensitivity in Minnesota*. Curriculum Theories Course. Dr. Hilary Hughes, The University of Georgia.

Vagle, M.D. (2016, October). *Crafting Phenomenological Research*. Phenomenology Seminar. Dr. Kyle Greenwalt, Michigan State University.

Vagle, M.D. (2016, July). *AERA Qualitative Research SIG Mentoring*. Amanda Armstrong, William & Mary & Jeff King, Concordia University.

Vagle, M.D. (2016, July). *Enacting the 5 Principles of Social Class-Sensitive Change*. 2016 Qualey-Skjervold Professional Development Conference, University of Minnesota Extension Center for Family Development.

Vagle, M.D. (2016, July). *Introducing the 5 Principles of Social Class-Sensitive Change*. 2016 Qualey-Skjervold Professional Development Conference, University of Minnesota Extension Center for Family Development.

Vagle, M.D. (2016, April). "Office hours with established and well-regarded scholars". Annual Meeting of the American Educational Research Association. Washington, D.C.

Vagle, M.D. (2016, March). *5 Principles of Social Class-Sensitive Change*. CI 4122: Social Class, Education, & Pedagogy. Kelly Gast & Tracy Leidl. University of Minnesota.

Vagle, M.D. (2016, March). Other side(S) of poverty and social class-sensitive teaching. Human Capital Research Collaborative (HCRC): Brown Bag Research Seminar, Humphrey School of Public Affairs. University of Minnesota.

Vagle, M. D. (2016, February). Discussion of *Crafting Phenomenological Research*. Data Analysis Beyond Coding course. Dr. Mirka Koro-Ljungberg, Arizona State University.

Vagle, M.D. (2015, December). Post-intentional phenomenology as social activism: Toward theoretical, pedagogical, and systemic insurrection. Department of Teaching and Learning. The University of Iowa.

Vagle, M.D. (2015, October). Presentation on phenomenological research. CI 8133 Core: Research Methods. Dr. Nina Asher. The University of Minnesota.

Vagle, M.D. (2015, April). "Office hours with established and well-regarded scholars". Annual Meeting of the American Educational Research Association. Chicago, Illinois.

Vagle, M.D. (2015, March). Consultation regarding post-intentional phenomenology. Adams State University, Colorado.

Vagle, M.D. (2015, February). Presentation on phenomenological research. CI 8133 Core: Research Methods. Dr. James Bequette. The University of Minnesota.

Jones, S., & Vagle, M.D. (2014, December). Area 2 Area Chair Invited Session—Cultivating literacies of class: Social class sensitivity in teacher certification, professional learning, and doctoral education. Plenary Speakers at the Annual Meeting of the Literacy Research Association (formerly the National Reading Conference), Marco Island, FL.

Vagle, M.D. (2014, November). Exploring social class-sensitivity in schools and communities: Gallery of excellence, University of Minnesota Equity & Diversity Breakfast.

Vagle, M.D. (2014, November). Presentation on post-intentional phenomenological research. QUAL 8587 Practicing Phenomenological Research, Dr. Melissa Freeman. The University of Georgia.

Vagle, M.D. (2014, October). “Climbing the Ladder” and Social Class-Sensitive Schooling. College of Education and Human Development’s Saturday Scholars. The University of Minnesota

Vagle, M.D. (2014, October). Presentation on phenomenological research. CI 8133 Core: Research Methods. Dr. Gillian Roehrig. The University of Minnesota.

Vagle, M.D. (2014, October). Presentation on phenomenological research. CI 8133 Core: Research Methods. Dr. Julie Brown. The University of Minnesota.

Vagle, M.D. (2014, October). Military Family Forum III, *The Future of Our Military Children*. Association of the United States Army. Washington D.C.

Vagle, M.D. (2014, August). Keynote: Creating social class-sensitive schools. Faribault Public Schools, Faribault, Minnesota.

Vagle, M.D. (2014, August). Keynote: Exploring race-class connections. Eastern Heights Elementary School, St. Paul, Minnesota

Vagle, M.D. (2014, August). Engagement of youth, children, and families: Addressing absenteeism. Center for Child Welfare Research, The University of Minnesota.

Vagle, M.D. (2014, June). Presentation on phenomenological research. Qualitative Research Methods. Dr. Alex Cuenca, Saint Louis University.

Vagle, M.D. (2014, March). Presentation on social class-sensitive pedagogy and “Living Contradictions and Working for Change: Toward a Theory of Social Class-Sensitivity” article. Ms. Michelle Benegas, Hamline University.

Vagle, M.D. (2014, March). Presentation on phenomenological research. CI 8133 Core: Research Methods. Dr. Pat Avery. The University of Minnesota.

Vagle, M.D. (2013, July). Presentation on phenomenological research. Qualitative Research Methods. Dr. Alex Cuenca, Saint Louis University.

Vagle, M.D. (2013, May). Presentation on phenomenological research. CI 8133 Core: Research Methods. Dr. James Bequette. The University of Minnesota.

Vagle, M.D. (2013, February). Discussion of the CLASSroom Project and “The precarious nature of social class-sensitivity in literacy: A social, autobiographic, and pedagogical project”. TEDU 732 Advanced Seminar in Curriculum Studies. Dr. Hilary Hughes. Virginia Commonwealth University.

Vagle, M.D. (2012, November). Contingent, recursive theorizing. Culture and Teaching Colloquium. Dr. Mary Hermes. The University of Minnesota.

Vagle, M.D. (2012, October). Dewey and social studies education. Social Studies Doctoral Seminar. Dr. Pat Avery. The University of Minnesota.

Vagle, M.D. (2012, January). Speed theorizing as a pedagogical (dwelling) tool. Innovation in Teaching & Technology for the College of Education. Dr. Lloyd Rieber, Director. The University of Georgia. **Posted on YouTube at**
<http://www.youtube.com/watch?v=B7OiYm1q-ns>

Vagle, M.D. (2011, August). ESSE 8990 scholarship presentation. Elementary and Social Studies Education Doctoral Orientation Seminar. Dr. Stephanie Jones. The University of Georgia.

Vagle, M. D. (2010, March). What in the world is phenomenology? Elementary and Social Studies Education Brown Bag Seminar. The University of Georgia.

Vagle, M. D. (2010, February). Bridling ourselves when facilitating classroom discussions in elementary schools. EDEC 3420 Early Childhood Social Studies. Mr. Daniel Byrd. The University of Georgia.

Vagle, M. D. (2009, October). Qualitative job search panel. QUAL 9400 Advanced Seminar in Qualitative Research. Dr. Melissa Freeman. The University of Georgia.

Vagle, M.D. (2007, October). Teaching in the middle grades. EDUC 2460 Educational Experiences in Classroom and Community. Mr. Scott Conklin. The University of Georgia.

Vagle, M. D. (2007, September). Becoming a professor: Research, teaching, and the PhD. EDEC/EDEL/EDMS/ESOC 8990 Research Seminar. Dr. Martha Allexaht-Snider. The University of Georgia.

Vagle, M. D. (2007, September). Qualitative job search panel. QUAL 9400 Advanced Seminar in Qualitative Research. Dr. Kathy Roulston. The University of Georgia.

Vagle, M. D. (2007, March). Phenomenological analysis of a pedagogical moment. QUAL 8420 Analyzing Qualitative Data. Dr. Kathy Roulston. The University of Georgia.

Vagle, M.D. (2006, November). Using phenomenology to research (and to reflect on) pedagogical moments. EDEC/EDMS 8050 Theory and Research on Teaching. Dr. Martha Allexaht-Snider. The University of Georgia.

Vagle, M.D. (2006, April). Analyzing data in a qualitative dissertation. CI 8148 Conducting Qualitative Research in Educational Contexts. Dr. Bic Ngo. The University of Minnesota-Twin Cities.

Vagle, M.D. (2004, October). Teaching in the middle school. Dr. Richard Joerger. AFEE 5233 Advanced Procedures in Teaching Agricultural Education. The University of Minnesota-Twin Cities.

Special Invited Lectures (forthcoming)

TEACHING AND CURRICULUM DEVELOPMENT

University of Minnesota

Courses, seminars, and instructional units taught

CI 8135	Foundations of Research in Curriculum and Instruction II, Spring 2017, Spring 2022
CI 8134	Foundations of Research in Curriculum and Instruction I, Fall 2016, Fall 2021, Spring 2023
CI 8148	Qualitative Research in Educational Contexts, Spring 2015
CI 8150	Research Topics Curriculum & Instruction: Theories of Growth and Change in Elementary Schooling, Fall 2012, Fall 2013, Spring 2016

CI 8150 Research Topics Curriculum & Instruction: Elementary Education Colloquium, Fall 2013, Fall 2014

CI 5286 Elementary Student Teaching Seminar, Spring 2013

CI 8913 Interpretive Research [Phenomenology & Hermeneutics], Summer 2011, 2012 (As Visiting Adjunct), Summer 2014 (As Faculty), Fall 2015, Fall 2018, Fall 2020, Fall 2022

CI 5177 Practical Research, Spring 2004, Fall 2004, Spring 2005

CI 4122/5122 Social Class, Education, and Pedagogy, Fall 2021

CI 5283 Field Experience: Applying Instructional Methods in the Elementary Classroom

CI 5285 Clinical Experience in Elementary School Teaching

CI 1001 Introduction to the Elementary School, Fall 2021

Curriculum Development

CI 8201 Critical Theories in Elementary Education, Spring 2016

CI 8202 Elementary Education Colloquium, Spring 2016

CI 8150 Research Topics Curriculum & Instruction: Theories of Growth and Change in Elementary Schooling, Fall 2012

CI 8150 Research Topics Curriculum & Instruction: Elementary Education Colloquium, Fall 2013

CI 4122/5122 Social Class, Education, and Pedagogy

CI 5981 Introduction to Equity-Based Pedagogy

CI 5982 Enacting Equity-Based Pedagogy

CI 5983 Equity-Based Pedagogy and Advocacy

Collaborative Efforts and Activities

- CI 8134 Foundations of Research in Curriculum and Instruction I (designed in collaboration with Drs. Gillian Roehrig, David O'Brien, Mary Hermes, and Julie Brown);
- CI 8135 Foundations of Research in Curriculum and Instruction II (designed in collaboration with Drs. Gillian Roehrig, David O'Brien, Mary Hermes, Julie Brown, and Kate Stemper)
- CI 5177 Summer 2004 [team-taught with Mr. Kyle Greenwalt]; Fall 2003 [team-taught with Dr. Pat Avery]
- CI 5150 Educational Inequities: Race, Class, and Gender [designed in collaboration with Dr. Bic Ngo]

Independent/Directed Studies

- CI 8198 Phenomenology Internship, Fall 2017 (Jennifer Niedzielski)
- CI 8197 Post-Intentional Phenomenology Studies of Mindfulness, Spring 2017 (Jennifer Niedzielski)
- CI 8197 Phenomenology and Social Class in Contexts, Fall 2016 (Tracy Leidl)
- CI 8197 Post-Intentional Phenomenology Studies of Mindfulness, Fall 2016 (Jennifer Niedzielski)
- CI 8198 Educational Philosophy, Spring 2016 (Jeff Henning-Smith)
- CI 8198 Social Class, Fall 2015 (Tracy Leidl)
- CI 8198 Phenomenology Internship, Fall 2015 (Keitha-Gail Martin-Kerr)
- CI 8198 Post-Intentional Phenomenology and Equity-Based Teacher Education, Spring 2015 (Rebecca Bauer, Kristi Bergeson, Liv Christensen, Kelly Gast, Steph Hicks, Abby Rombalski, Charity Tatah Mentan)

- CI 5190 Undergraduate Honors Thesis, Fall 2012 (Katie Anderson); Spring 2013 (Will Watson); Fall 2013 (Jemma Sepich, Elizabeth Siewart); Fall 2014 (Rachel Olson); Spring 2015 (Laura Blackman, Jennifer Hanson, Emilie Tobin); Fall 2015 (Leah Knoblauch); Spring 2016 (Rachel Binning, Audrey Callahan, Katie Beth Strand, Tyekeela Xiong); Fall 2016 (Elizabeth Magnuson)
- CI 8198 Deleuze and Post-Intentional Phenomenology, Spring 2014 (Colleen Clements and Angela Coffee)
- CI 8198 Social Class-Sensitive Theory and Teacher Education, Fall 2014 (Liv Christensen, Kelly Gast, Jana Lobello, Steph Rollag)

University of Georgia (2006-2012)

Courses, seminars, and instructional units taught

Doctoral

- EDEL 9000 Phenomenological Philosophies and Pedagogy, Spring 2011
- QUAL (ESSE) 8587 Practicing Phenomenological Research, Fall 2009, Fall 2011
- EDMS 9000 Relational Pedagogies, Summer 2008
- EDMS 9090 Socio-Cultural Issues in Early Adolescence, Fall 2007
EDEC/EDEL
- EDMS/ESOC 9000 Doctoral Writing Seminar, Spring 2010, Spring 2012

Masters

- ESSE 7000 Reflexive Thinking through Class-Sensitive Formative Assessment Practices, Summer 2010
- EDMS 6000 Social Class-Sensitive Teaching Practices in K-8 Education, Summer 2011
- EDEC/EDMS 7170/7100 Evaluation of the Elementary/Middle School, Spring 2008, Fall 2008, Fall 2009, Fall 2010

EDMS 7030	The Middle School, Spring 2007, Maymester 2007, Spring 2009, Spring 2010
EDEC/EDMS 7050	Teaching in Elementary Schools/Teaching Young Adolescents, Fall 2006, Fall 2007
EDMS/ESOC/EDEC 6990	Research Seminar, Fall 2008

Undergraduate

EDMS 5020	Educating Young Adolescents, Fall 2010
EDMS 5460	Student Teaching in the Middle School, Spring 2008, Spring 2011

Curriculum Development

Doctoral

EDEL 9000	Phenomenological Philosophies and Pedagogy, Spring 2011
QUAL (ESSE) 8587	Practicing Phenomenological Research, Fall 2009, Fall 2011
EDMS 9000	Relational Pedagogies, Summer 2008

Masters

ESSE 7000	Reflexive Thinking through Class-Sensitive Formative Assessment Practices, Summer 2010
EDMS 6000	Social Class-Sensitive Teaching Practices in K-8 Education, Summer 2011

Saint Mary's University of Minnesota

Courses, seminars, and instructional units taught

EDUC 617	Educational Research, Winter 2004
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ADVISING AND MENTORING

Undergraduate Student Activities

Undergraduate summa theses or honors projects directed

2021

Fisher Chu, Fall 2021

Gillian Pierce, Spring 2021

2020

Mara Bowman, Spring 2020

Sarah Schulz, Spring 2020

2019

Lacey Robertson, Spring 2019

Adelaide Rohrssen, Spring 2019

Madison Park, Spring 2019

2018

Erika Fong, Spring 2018

Malinda Lahmann-Sharbonda, Spring 2018

2016

Rachel Binning, Spring 2016

Audrey Callahan, Spring 2016

Katie Strand, Spring 2016

Tyekeela Xiong, Spring 2016

Elizabeth Magnuson, Fall 2016

2015

Laura Blackman, Spring 2015

Jennifer Hanson, Spring 2015

Emilie Tobin, Spring 2015
Leah Knoblauch, Fall 2015

2014

Rachel Olson, Fall 2014

2013

Katie Anderson, Spring 2013
Wil Watson, Spring 2013
Mandy Bradac, Fall 2013
Jemma Sepich, Fall 2013 (**Recipient of Undergraduate Research Opportunity Program [UROP] Award**)
Elizabeth Siewert, Fall 2013

Graduate Student Activities

The University of Minnesota

Master's Theses Directed

Illana Livstrom, Education, Curriculum & Instruction: Science Education, *A Theoretical and Empirical Exploration of Montessori Science Curricula and Pedagogy for Adolescents: Crafting Purposeful and Equitable 21st-century Science Programs*, Summer 2017 [committee member]

Leah Carey, Education, Curriculum & Instruction: Second Language Education, *Emergent Multilinguals and Making Inferences in Elementary Guided Reading Groups*, Summer 2017 [committee member]

Ryan Oto, Education, Curriculum, & Instruction: Social Studies Education, *"This Isn't a Sentence in a History Book": How Power-Relations Take Shape for Students with Historically Marginalized Identities in History Classrooms*, Summer 2016 [committee member]

Marcela Ramirez Montes, Educational Psychology, Psychological Foundations of Education, *Educational Psychology and the educational system: A historical review of the 20th century in the United States*, Summer 2014 [committee member]

Maggie Struck, Education, Curriculum, & Instruction: Literacy Education, “Because they’re MY stories”: Exploring Culturally Relevant-Response to Intervention Pedagogical Practices in an Action Research Study, Spring 2013 [committee member]

Krista Moyer, Education, Curriculum, & Instruction: Literacy Education, *An Autoethnography of Working-Class Education*, Spring 2013 [committee member]

Doctoral Students Advised (Academic advising for all or part of graduate student’s program)

2025

Laurie Hahn Ganser, Education, Curriculum and Instruction: Literacy Education

Jurana Aziz, Education, Curriculum and Instruction: Elementary Education

Ryan Kiesel, Education, Curriculum and Instruction: Elementary Education

Jess Silk, Education, Curriculum and Instruction: Arts in Education

2022

Geri Von Grey, Education, Curriculum and Instruction: Elementary Education, (Associate Professor, Bethel University)

Chelsey Fagerlund, Education, Curriculum and Instruction: Elementary Education

2021

Younkyung Hong, Education, Curriculum and Instruction: Elementary Education. (Assistant Professor, Ball State University). *A Phenomenological Exploration of the Hegemonic Insider-Outsider in Teacher Education*

Halah Alismail, Education, Curriculum and Instruction: Elementary Education. (Assistant Professor, King Faisal University). *Female Student Voice and Breaking the Silence: A Post-Intentional Phenomenological Exploration of the Lived Experiences of Females Using Digital Storytelling*

Maggie Smith-Peterson, Education, Curriculum and Instruction: Elementary Education. *Excavating Histories of the Present in “GT”*

2019

Tracy Hamel, Education, Curriculum and Instruction: Elementary Education. *The Body Talks Back: An Embodied Expansion of Critical Consciousness*.

2018

Jen Clifden, Education, Curriculum and Instruction: Elementary Education. (Program Coordinator, The University of Minnesota) *Teaching as a Spiritual Practice: Cultivating Teacher Presence, A Post-Intentional Phenomenological Exploration*

Olivia Christensen, Education, Curriculum and Instruction: Elementary Education (Assistant Professor, St. Catherine University). *Transforming the Transformation: A Post-Intentional Phenomenological Exploration of Montessori Teachers Engaging in Anti-Bias and Anti-Racist Self-Reflection*.

Kelly Gast, Education, Curriculum and Instruction: Elementary Education. *The Caring Police Wear Cardigans: Reading Embodied Emotions Towards Anti-Oppressive Education*.

Jeff Henning-Smith, Education, Curriculum and Instruction: Elementary Education (Co-Advisor) (Lecturer, The University of Minnesota). *Inquiring into the Unknown: Reconstructing Classroom Contexts through Mediated Discourse Analysis*

Tiffany Nielsen-Winkelman, Education, Curriculum and Instruction: Learning Technologies & Elementary Education (Co-Advisor) (Assistant Professor, St. Scholastica)

2016

Young-Hoon Ham, Education, Curriculum and Instruction: Family, Youth, & Community. *Saving Chi: Exploring Key Factors Affecting Korean Immigrants’ Parental School Involvement*

Karen Colum, Education, Curriculum and Instruction: STEM Education (Co-Advisor)
"Can I just be human with them?" Cultivating Equity-Mindedness for the Teaching and Learning of Elementary Mathematics (Associate Professor and Department Chair, Minnesota State University—Mankato)

Jolene Pearson, Education, Curriculum and Instruction: Family, Youth, & Community
Too important to ignore: A post-intentional phenomenological investigation of teaching pre-service early childhood teachers about infant and toddlers. (Assistant Professor, Bethel University)

2015

Sheila Moriarty, Education, Curriculum and Instruction: Family, Youth, & Community, (Co-Advisor) *Entwined in the Complex Tapestry of Schooling: The Experience of Being Somali Newcomer Students in Minnesota Outstate High Schools.* (Assistant Professor, St. Cloud State University)

Sara Nystuen, Education, Curriculum and Instruction: Family, Youth, & Community,
Karen Perceptions of Self and Learning within an Informal and Multigenerational Context.

Chun Zhang, Education, Curriculum and Instruction: Family, Youth, & Community,
Challenging Tiger Mother Stereotype? Christian Chinese Immigrant Homeschooling Mothers' Parenting Practices.

In Process

Mariam Adam, Education, Curriculum and Instruction: Elementary Education

Sam Peck, Education, Curriculum and Instruction: Arts in Education

Ben Berkness, Education, Curriculum and Instruction: Elementary Education

Robert Kreml, Education, Curriculum and Instruction: Learning Technologies

Melissa Surette, Education, Curriculum and Instruction: Culture & Teaching

Doctoral Committees Served on

2025

Ben Marcy, OLPD: Higher Education

Yulian Segura, Education, Curriculum, and Instruction: Culture & Teaching
Dugyum Kim, Education, Curriculum, and Instruction: Culture & Teaching
Rae Fox-Charles, Education, Curriculum, and Instruction: Arts in Education
Anjar Putro Utomo, Education, Curriculum, and Instruction: STEM Education
Kristin Bauck, Education, Curriculum and Instruction: Literacy Education

2024

Amanda Brown, Education, Curriculum and Instruction: Arts in Education
Danielle Christensen, Education, Curriculum and Instruction: Arts in Education
Kirsten Hunt, Education, Curriculum and Instruction: Literacy Education
Asha Omar, Education, Curriculum and Instruction: Culture and Teaching & Elementary Education

2023

Charlene Corwell, Education, Curriculum and Instruction: Culture and Teaching
Amanda Shopa, Education, Curriculum and Instruction: Culture and Teaching
Evan Witt, OLPD: Higher Education
Laura Lemanski., Education, Curriculum and Instruction: Literacy Education

2022

Robb Virgin, Education, Curriculum and Instruction: Social Studies Education
(Executive Director of Personalized Learning, Eden Prairie (MN) Public Schools)
Qui Alexander, Education, Curriculum and Instruction: Culture and Teaching (Assistant Professor, University of Toronto)

2021

Abby Boehm-Turner, Education, Curriculum and Instruction: Literacy Education
Molly Dreissen, School of Social Work
Aila O'Loughlin, Education, Curriculum and Instruction: Culture and Teaching

2020

Daniel Bordwell, Education, Curriculum and Instruction: Social Studies Education

2019

Christina Miller, Education, Curriculum and Instruction: Mathematics Education

Nate Earley, Education, Curriculum and Instruction: STEM Education (Dissertation Chair)

Shelagh Gamble, Education, Curriculum and Instruction: Arts in Education

Keelin Yenney-Henderson, Organizational Leadership and Policy Development: Higher Education

Steph Rollag, Education, Curriculum and Instruction: Literacy Education

Sara Sterner, Education, Curriculum and Instruction: Literacy Education

2018

Erin Sugrue, Social Work (Assistant Professor, Augsburg University)

Katie Wiley, Education, Curriculum and Instruction: Arts in Education

2017

Sara Almudahf, Education, Curriculum and Instruction: Arts in Education (Dissertation Chair)

Tim Babulski, Education, Curriculum and Instruction: Arts in Education

Jana Lobello, Education, Curriculum and Instruction: Culture and Teaching (Dissertation Chair) (Lecturer, The University of Minnesota)

Beth Ring, Education, Curriculum and Instruction: STEM Education

2016

Rebecca Bauer, Education, Curriculum and Instruction: Elementary Education

Melody Brennan, Education, Curriculum and Instruction: Literacy Education
(Dissertation Chair) (Assistant Professor, University of Wisconsin-Stout)

Angela Coffee, Education, Curriculum and Instruction: Literacy Education (Dissertation
Chair) (Assistant Professor, Century College)

Jolie Kennedy, Education, Curriculum and Instruction: Learning Technologies
(Dissertation Chair)

Keitha-Gail Martin-Kerr, Education, Curriculum and Instruction: Literacy Education
(Dissertation Chair) (Lecturer, University of Minnesota)

Charity Tatah Mentan, Education, Curriculum and Instruction: Culture and Teaching
(Dissertation Chair)

Maggie Struck, Education, Curriculum and Instruction: Literacy Education (Dissertation
Chair) (Assistant Professor, Hamline University)

2015

Kate Brodeur, Education, Curriculum and Instruction: Literacy Education (Assistant
Professor, Bowling Green State University)

Colleen Clements, Education, Curriculum and Instruction: Culture and Teaching
(Lecturer, The University of Minnesota)

Heather Cline, Education, Curriculum and Instruction: Family, Youth, & Community

Rick Lybeck, Education, Curriculum and Instruction: Literacy Education (Assistant
Professor, St. Cloud State University)

Bethann Wiley, Education, Curriculum and Instruction: Mathematics Education
(Dissertation Chair) (Assistant Professor, Winona State University)

2014

Alisha Hardman, Education, Curriculum and Instruction: Family, Youth, & Community,
(Assistant Extension Professor, Mississippi State University)

Hsin-Ru Kang, Education, Curriculum and Instruction: Family, Youth, & Community

Tamara Weiss, Education, Curriculum and Instruction: Art Education (dissertation
chair) (Assistant Professor, University of Wisconsin—Stout)

2013

Angelica Pazurek, Education, Curriculum and Instruction: Learning Technologies
(dissertation chair) (Lecturer, University of Minnesota)

2011

Mary Lee-Nichols, Education, Curriculum and Instruction: Culture and Teaching,
(Associate Professor, University Wisconsin-Superior)

In Process

Sangmi Lee, Education, Curriculum and Instruction: Elementary Education

Stephanie Erickson, Education, Curriculum, and Instruction: STEM Education

Colleen Redmond, Education, Curriculum, and Instruction: Literacy Education

Marika Belusa, Education, Curriculum, and Instruction: Literacy Education

Andrew Fiegen, Education, Curriculum, and Instruction: Multi-Lingual Education

Amy McCoy, Education, Curriculum and Instruction: Culture and Teaching

Peter Hoks, Education, Curriculum and Instruction: Arts in Education

Emma Nicosia, Education, Curriculum and Instruction: Social Studies Education

Elin Amundson, School of Social Work

Galyna Arabadzhy, Education, Curriculum and Instruction: Learning Technologies

Mohammad Naghavian, Education, Curriculum and Instruction: Multilingual Education

Other Mentoring Activities

The University of Georgia (2006-2012)

Master's (Specialist) Theses Directed

Gail Rettenmaier, Social Studies Education, Spring 2009 [committee member]

Master's Student Advisees

Charles Brunson
Nick Hussain
Sara Burgess
Theresa Rindone
Laurie Ladson
Trahern Holden
Allie Eckman
Katie Jones
Christie Harrison
Stacey Chapman
David Ayers

Doctoral Dissertations Directed

2015

Dave Breslin, Elementary Education, *Investigating the Lived Social Class Experiences of Teachers in an Elite Independent School*

2013

Stephanie Wells, Middle School Education, *A Phenomenological Inquiry into being a Middle School Principal in a High Stakes Testing Era*

2012

Melissa Jersawitz, Elementary Education, *Teenage Pregnancy: Societal Views as Seen Through Popular Film* (Assistant Professor, University of North Georgia-Gainesville)

2011

Sarah Bridges-Rhoads, Elementary Education, *Pursuing responsibility: Writing and citing poststructural qualitative inquiry, social justice, and Christianity* (Assistant

Professor, Georgia State University, **Recipient of a University of Georgia Graduate School Dissertation Completion Award)**

Hilary Hughes, Middle School Education, *Phenomenal bodies, phenomenal girls: How young adolescent girls experience being enough in their bodies*, (Associate Professor, The University of Georgia, **Recipient of AERA's Middle Level Research SIG's Graduate Student Award—2012 & The International Center for Qualitative Inquiry's 2012 Annual Qualitative Dissertation Award- Experimental Category)**

Stacie Tarbet, Middle School Education, *Relinquishing control: A phenomenological exploration of teachers' and students' experiences with shifting towards decentralized decision-making*

Doctoral Students Advised (Academic advising for all or part of graduate student's program)

Doctoral Committees Served on

2015

Kristy Shackelford, Early Childhood Education

2014

Jaye Thiel, Language and Literacy Education (Visiting Research Scholar, The University of Georgia) **2014 Literacy Research Association Graduate Student Award**

Keri Valentine, Educational Psychology and Instructional Technology (Assistant Professor, West Virginia University)

2013

Roberta Gardner, Language and Literacy Education (Clinical Assistant Professor, Georgia State University)

Brooke Hofsess, Art Education (Assistant Professor, Appalachian State University—**Recipient of the 2014 Elliot Eisner Doctoral Research Award in Art Education, National Art Education Association and the 2014 Arts-Based Education Research SIG Dissertation Award, American Educational Research Association)**

2012

Megan Adams, Language and Literacy Education (Assistant Professor, Kennesaw State University)

Joseph Pate, Recreation and Leisure Studies (Assistant Professor, Young Harris College)
Recipient of the 2016 Ezra Sellers Award for Outstanding Commitment to the Students of Young Harris College.

Sharlonne Rollin, Middle School Education

Lisa Sperling, Counseling and Human Development Services

2011

Katherine Brown, Gifted and Creative Education

Daniel Byrd, Social Studies Education (Academic Advisor, Appalachian State University)

2010

Michelle Fentress, Social Studies Education

Lisa Harrison, Middle School Education (Associate Professor, Ohio University)

JeeHae Lee, Elementary Education (Assistant Professor, Troy University)

Other Mentoring Activities

First Mentor for Dr. [Ramon Vasquez](#), University of Minnesota (Assistant Professor)
(2022-Present)

First Mentor for Dr. [Betsy Maloney Leaf](#), University of Minnesota (Assistant Professor)
(2023-Present)

First Mentor for Dr. [J.B. Mayo Jr.](#), University of Minnesota (Associate Professor)
2018-Present

First Mentor for Dr. Keitha Gail Martin Kerr, University of Minnesota (Teaching Associate Professor) 2022-Present

First Mentor for Dr. Bodong Chen, University of Minnesota (Associate Professor)
2019-2021

Second Mentor for Dr. Blanca Caldas, University of Minnesota (Assistant Professor)
2016-2018

Second Mentor for Dr. Vichet Chhuon, University of Minnesota (Assistant Professor),
2013-2014

Promotion and Tenure Mentoring Committee Member (for Assistant Professor, Dr. Jim
Garrett, The University of Georgia)—2011-2012

Promotion and Tenure Mentoring Committee Member (for Clinical Assistant Professor,
Dr. Janna Dresden, The University of Georgia)—2012

SERVICE AND PUBLIC OUTREACH

Service to The Discipline/Profession/Interdisciplinary Area(s)

Reviewer experience (Promotion and Tenure)

University of South Florida, Associate to Full, 2023

Teachers College, Associate to Full, 2022

University of Alabama, Assistant to Associate, 2019

University of North Carolina, Charlotte, Associate to Full, 2019

University of Memphis, Assistant to Associate, 2018

University of North Carolina, Charlotte, Assistant to Associate, 2018

West Virginia University, Assistant to Associate, 2016

University of North Texas, Assistant to Associate, 2016

East Carolina University, Assistant to Associate, 2015

Editorship Experience

Co-Editor & Lead Technical Editor, 2017-2020, *Phenomenology and Practice*

Editorial Board Member, 2017-2020, *Taboo: The Journal of Culture and Education*

Editorial Board Member, 2015-2017 (3-year term): *Journal of Curriculum & Pedagogy*

Editorial Board Member, 2014-2020: *Middle Grades Review*

Editorial Advisory Board Member, 2016 – present: *Research in Middle Level Education Online (RMLE Online)*

Guest Editing Special Issue

Vagle, M.D., Thiel, J., & Hofsess, B. (2020) *Unsettling Traditions: Reimagining the Craft of Phenomenological and Hermeneutic Inquiry*. Special Issue of *Qualitative Inquiry* 26(5).

Reviewer experience (Journals)

American Education Research Journal
Journal of Teacher Education
Journal of Curriculum Studies
Curriculum Inquiry
Journal of Curriculum & Pedagogy
Qualitative Inquiry
International Journal of Qualitative Studies in Education
Cultural Critique
Knowledge Cultures
Teaching Education
Educational Technology Research and Development
Qualitative Health Research
Stress and Health
Research in Middle Level Education-Online
Journal of Research in Childhood Education
Middle Grades Research Journal (Review Board Member)
Journal of Community Practice
Open Review of Educational Research
The High School Journal
International Journal of Social Research Methodology
Journal of Humanities in Rehabilitation

Reviewer experience (Books/Handbooks)

Handbook of Research in Middle Level Education (Volume VIII—Voices from the Middle: Narratives For, By, and About the Middle Level Community), 2009, Information Age Publishing

Handbook of Research in Middle Level Education (Volume VII An International Look at Educating Young Adolescents), 2008, Information Age Publishing

Enhancing Student Engagement in Learning: A Guide for Middle School Teachers, 2008, Routledge

Committee memberships

American Educational Research Association (Divisions B and K; Middle Level and Qualitative Research SIGS; John Dewey Society)

Division K New Faculty Seminar (2007)
Qualitative Research SIG's Dissertation Award Committee (2011 & 2012)
Qualitative Research SIG Secretary and Executive Committee (2012-2015)
Qualitative Research SIG Chair of the Egon Guba Lecture Committee (2016-2018)
Division K Nominating Committee 2013-14

Literacy Research Association (formerly the National Reading Conference)

Area 1 (Pre-service Teacher Education) Co-Chair for 2010 and 2011 conference programs

Area 11 (Research Theory, Methods, & Practices) Co-Chair for 2012-2016 conference programs.

Albert Kingston Award Committee (2014-2017)

Review panels for external funding agencies, foundations, etc.

International Reading Association—Reviewed Grant Proposals for the Elva Knight, Research Dissemination Support, and Helen M. Robinson Grants, 2007

Program review experience

American Educational Research Association

Division B: Curriculum Studies, 2008-2009; Expert Review Panel (Section 3), 2011, 2012, 2015

Division D: Measurement and Research Methodology; Expert Review Panel (Section 3—Qualitative Research Methods), 2013, 2014, 2015, 2016

Qualitative Research SIG, 2008-2009; Expert Review Panel, 2010, 2011, 2012, 2013, 2014, 2015, 2016

Division K: Teaching and Teacher Education, 2006-2009

Middle Level Research SIG, 2006-2009; Expert Review Panel, 2010 & 2011

John Dewey Society, 2007-2009

Literacy Research Association (formerly, the National Reading Conference [NRC])

Preservice/Inservice Teacher Education, Areas 1 & 2, 2007-2009

Adolescent and Adult Literacy, Area 6, 2007-2009

Organization of conferences, workshops, panels, symposia

Vagle, M.D. (2019, May) Post-Intentional Phenomenology and the Politics of Social Change. **Session Organizer and Chair** at the 15th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Nimo Abdi, AK O'Loughlin, Jolie Kennedy, Qui Alexander, The University of Minnesota.

Vagle, M.D. (2018, April). Unsettling traditions: Reimagining phenomenological and hermeneutic inquiry. **Discussant** at the annual meeting of the American Educational Research Association, New York.

Vagle, M.D. (2018, April). Rescuing method. **Discussant** at the annual meeting of the American Educational Research Association, New York. **Participating Panelists:** Mirka

Koro-Ljungberg (Arizona State University), Jenni Wolgemuth, (University of South Florida), Travis Marn (University of South Florida), Hilary Hughes (The University of Georgia), Jessica Van Cleave (Mars Hill College), Sarah Bridges-Rhoads, (Georgia State University).

Vagle, M.D. (2017, May). Unsettling traditions: Reimagining phenomenological and hermeneutic inquiry. **Session Organizer and Chair** at the 13th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Mark Vagle (University of Minnesota), Jaye Johnson Thiel (University of Georgia), Brooke Hofsess (Appalachian State University), Tim Babulski (University of Minnesota), Caleb Zilmer (University of Minnesota), Keitha-Gail Martin-Kerr (University of Minnesota), Charity Tatah Mentan (University of Minnesota), Karen Colum (Minnesota State University-Mankato).

Vagle, M.D. (2017, April). Revisiting the theoretical and methodological practices of phenomenology. **Chair** at the annual meeting of the American Educational Research Association, San Antonio, TX.

Vagle, M.D. (2016, December). Exploring multiplicities in literacy research. **Discussant** at the annual meeting of the Literacy Research Association, Nashville, TN.

Vagle, M.D. (2016, November). Critical, post, and participatory literacy research. **Chair** at the annual meeting of the Literacy Research Association, Nashville, TN.

Vagle, M.D. (2016, May). Deleuze I. **Chair** at the 12th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Vagle, M.D. (2016, May). Deleuze II. **Chair** at the 12th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Freeman, M. & Vagle, M.D. (2016, May). Taking hermeneutic and phenomenology's influence into the 9th moment: Political, post, and arts-based possibilities. **Workshop Co-Organizer and Co-Facilitator** at the 12th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois

Vagle, M.D. (2015, December). Producing a literacy voice-body without organs: Continuing to (un)frame data. **Session Organizer and Chair** at the annual meeting of the Literacy Research Association, Carlsbad, CA. **Participating Panelists:** Elizabeth Dutro (The University of Colorado-Boulder), Stephanie Jones, (The University of Georgia), Gerald Campano (The University of Pennsylvania), Maria Ghiso, (Teachers College), Mark Vagle, (The University of Minnesota), Angela Coffee, (The University of Minnesota), Ellie Haberl (The University of Colorado-Boulder), D. Alexandra Thomas (Teachers College), Alicia C Patoja (The University of Pennsylvania), Grace Player (The University of Pennsylvania), and Breanne Huston (The University of Georgia).

Vagle, M.D. (2015, December). Putting theories to work on “equity-mindedness” as a phenomenon in post-intentional phenomenological literacy research. **Session Organizer and Chair** at the annual meeting of the Literacy Research Association, Carlsbad, CA. **Participating Panelists:** Keith-Gail Martin-Kerr, Abigail Rombalski, Kelly Gast, Stephanie Hicks, Kristi Bergeson, Rebecca Bauer, Melody Brennan, Liv Christensen, Charity Tatah Mentan (all from the University of Minnesota).

Vagle, M.D. (2015, December). Re-imaginings and re-positionings in literacy research. **Discussant** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Carlsbad, CA.

Vagle, M.D. (2015, May). Taking hermeneutics and phenomenology into the 9th moment: Critical, post, and arts-based possibilities. **Plenary Session Organizer and Chair** at the 11th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Mark Vagle (The University of Minnesota), Melissa Freeman (The University of Georgia), Brooke Hofsess (Appalachian State University)

Vagle, M.D. (2015, May). “Gotta feel to know”. Considering a working class post-intentional phenomenological data analysis. **Session Organizer and Chair** at the 11th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Mark Vagle (The University of Minnesota), Colleen Clements (The University of Minnesota), Angela Coffee (The University of Minnesota)

Vagle, M.D. (2015, May). Thinking with theory in post-intentional phenomenology. **Session Organizer and Chair** at 11th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Mark Vagle (The University of Minnesota), Kelly Gast (The University of Minnesota), Liv Christensen (The University of Minnesota), Tracy Leidl (The University of Minnesota), Jeff Henning-Smith (The University of Minnesota)

Vagle, M.D. (2014, December). Always entering the middle of literacies: Continuing to (un)frame data. **Session Organizer and Chair** at the annual meeting of the Literacy Research Association, Marco Island, FL. **Participating Panelists:** Elizabeth Dutro (The University of Colorado-Boulder), Stephanie Jones, (The University of Georgia), Gerald Campano (The University of Pennsylvania), Maria Ghiso, (Teacher College), Mark Vagle, (The University of Minnesota), Angela Coffee, (The University of Minnesota), Colleen Clements, (The University of Minnesota), and Cecilia Valenzuela, (The University of Colorado-Boulder).

Vagle, M.D. (2014, May). Moving from essence to tentative manifestations in post-intentional phenomenology. **Session Organizer and Chair** at 10th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Roberta Gardner (The University

of Mary Washington), Angelica Pazurek (University of Minnesota), Keri Valentine (The University of Georgia), Mark Vagle (The University of Minnesota).

Vagle, M.D. (2014, May). From being to becoming(s) in qualitative inquiry. **Session Organizer and Chair** at 10th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Melissa Freeman (The University of Georgia), Brooke Hofsess (Appalachian State University), Jaye Thiel (The University of Georgia), Angela Coffee (The University of Minnesota), Colleen Clements (The University of Minnesota), Mark Vagle (The University of Minnesota).

Vagle, M.D. (2014, April). Power, position, and reflexivity. **Chair** at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Kamberelis, G., & Vagle, M.D. (2013, December) Inside the researchers's studio. **Discussant** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas, TX

Vagle, M.D. (2013, December). Deconstructing language and image in research practice. **Discussant** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas, TX.

Vagle, M.D. (2013, December). Transforming literacy preservice teacher education to enhance culturally sustaining pedagogy & teacher self efficacy: Three design-based interventions. **Discussant** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas, TX.

Vagle, M.D. (2013, May) Imagining an ontology of possibilities in qualitative inquiry. **Session Organizer and Chair** at the 9th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Jerry Rosiek (University of Oregon), Lisa Mazzei (University of Oregon), Mark Johnson (University of Georgia), Mark Vagle (The University of Minnesota), Melissa Freeman (University of Georgia).

Vagle, M.D. (2013, May). Living out post-intentional phenomenologies. **Session Organizer and Chair** at the 9th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Brooke Hofsess (Winthrop University), Jaye Thiel (The University of Georgia), Keri Valentine (The University of Georgia), Roberta Gardner (The University of Georgia), Hilary Hughes (Virginia Commonwealth University), Joseph Pate (Young Harris College), Brian Kumm (The University of Georgia), Dave Breslin (The University of Georgia), Megan Adams (Oglethorpe County Schools), Mark Vagle (The University of Minnesota).

Vagle, M.D. (2013, April). Contesting ourselves: Determining "excellence" in qualitative dissertation research. **Session organizer and chair** at the annual meeting of

the American Educational Research Association, San Francisco, California.

Participating Panelists: Lisa Loutzenheiser (University of British Columbia), Joseph Maxwell (George Mason University), Eric Archer (Northern Illinois University), Debora Ortloff (University of Houston-Clear Lake), Adrienne Dixson (The University of Illinois-Champaign-Urbana), Mark Vagle (The University of Minnesota).

Vagle, M.D. (2012, November). Using a contingent, recursive theoretical conception of growth and change to study the literacy lives and schooling of young adolescents.

Session organizer and chair at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), San Diego, California.

Participating Panelists: Kristien Zenkov (George Mason University), Les Burns (University of Kentucky), Leigh Hall (University of North Carolina-Chapel Hill)

Freeman, M. & Vagle, M.D. (2012, May) Grafting hermeneutics and phenomenology onto one another: Abundant realizations. **Session Co-Organizer and Co-Chair** at the 8th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois. **Participating Panelists:** Melissa Freeman (The University of Georgia), Mark Vagle (The University of Georgia), Mark Johnson (The University of Georgia), Marie Sandy (The University of Wisconsin-Milwaukee), Tara Earls Larrison (The University of Illinois).

Vagle, M.D. (2011, November-December). The “state” of literacy teacher education in a high-stakes accountability era. **Session Co-Organizer and Co-Chair** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Jacksonville, FL. **Participating Panelists:** Vicki Risko (Vanderbilt University), Cindy Shanahan (University of Illinois-Chicago), Melissa Mosley (University of Texas—Austin),

Vagle, M.D. (2011, November-December). Online literacies and adolescent learners. **Chair** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Jacksonville, FL.

Vagle, M.D. (2011, November-December). Research relationships and perspectives: The researcher(s) and the researched. **Discussant** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Jacksonville, FL.

Vagle, M.D. (2011, May) Using post philosophies to help qualitative research re-claim its radical roots. **Session Organizer and Chair** at the 7th Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Vagle, M.D. (2011, April) Philosophically-informed qualitative research for the public good. **Symposium Organizer and Chair** at the annual meeting of the American Educational Research Association. New Orleans, LA. **Participating Panelists:** Bettie St. Pierre (The University of Georgia), Tom Schwandt (The University of Illinois), Melissa Freeman (The University of Georgia), Mark Vagle (The University of Georgia)

Vagle, M. D. (2011, April). Leadership, decision making, and school improvement in middle level schools. **Discussant** at the annual meeting of the American Educational Research Association. New Orleans, LA.

Vagle, M.D. (2010, December) Adolescent literacy: Attitudes, strategies, and funds of knowledge. **Discussant** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas/Fort Worth, TX.

Vagle, M.D. (2010, December) Sticky problems in research. **Chair** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas/Fort Worth, TX.

Lee, K., & Vagle, M. D. (2010, October) Developmentally constrained children and young adolescents: Cross-field critiques of appropriateness and responsiveness. **Co-chair** at the 18th International Reconceptualizing Early Childhood Education (RECE) Conference, Dalton, GA.

Vagle, M. D. (2010, April) Middle grades teacher development and qualifications. **Chair** at the annual meeting of the American Educational Research Association. Denver, CO.

Vagle, M. D. (2009, December) Partnering to prepare literacy educators. **Chair** at the annual meeting of the National Reading Conference. Albuquerque, NM.

Vagle, M. D. (2009, April). Trying to imagine critical middle schooling under the weight of developmentalism. **Symposium Organizer and Chair** at the annual meeting of the American Educational Research Association. San Diego, CA.

Vagle, M. D. (2009, April). Diverse perspectives in the middle grades. **Discussant** at the annual meeting of the American Educational Research Association. San Diego, CA.

Vagle, M. D. (2007, November) Perspectives on understanding texts. **Chair** at the annual meeting of the National Reading Conference. Austin, TX.

Organization of conferences, workshops, panels, symposia (Forthcoming)

Service To The University/College/Department

University of Minnesota

Collegiate Service and Intercollegiate Service

Faculty Finance Committee Member, 2017

CEHD Leads Program Participant, 2016

Educator Preparation Policy Council—Member, 2014-15

ICD-Lab School Director Search, 2014-2015

First Year Experience (FYE) Re-Envision Work Group, 2014-15

The University of Minnesota – Twin Cities, Minnesota Reads, Invitation to Co-Facilitate Literacy Teacher Education Institute, March 30, 2007

Consultant – The University of Minnesota – Twin Cities, October – December, 2006 & July, 2007

The University of Minnesota – Twin Cities, Minnesota Reads, Invitation to Co-Facilitate Research Meeting, December 15, 2006

Department/Unit Service

CI Personnel Committee (2022-Present)

CI Program Area Committee (2021-Present)

Elementary Education—Assistant Professor Search (Chair), 2022

Elementary and Social Studies Education—Teaching Specialist or Lecturer Search Committee (Chair), 2016

CI Educational Studies Group (2015-16)

CI Ad Hoc Merit Committee (2015-16)

CI Qualitative Research Methodology Minor Ad Hoc Committee (2015-16)

CI Research Core Course Revision Committee, 2015-16

Elementary Education—Lecturer & Teaching Specialist Search Committee (Chair), 2015

CI-Assistant to the Chair Search Committee, 2014

Elementary and Social Studies Education—Teaching Specialist or Lecturer Search Committee (Chair), 2014

CI Program Area Coordinator Committee (Chair), 2013-Present

CI Graduate Programs and Scholarship Strategy Committee (Co-Chair), 2013-2014

Graduate Studies Committee, 2013-2016 (Elected to 3-Year Term)

Elementary Education Graduate Programs Lead—2012-Present

Elementary Education Program Area Coordinator Committee (Co-representative) 2012-13, 2013-14

Elementary Education Core Group—2012-present

Elementary and Teacher Education PhD Track Task Force (co-chair)—2012-13

Research Committee (Ad hoc) (co-chair)—2012-13

CI Graduate Programs and Scholarship Strategy Committee (Member), 2012-2013

University of Georgia (2006-2012)

University-wide service

Qualitative Research Faculty Learning Group, 2009-2010; 2010-2011

Collegiate Service and Intercollegiate Service

NCATE Institutional Review Report Writing Group-Standard 5: *Faculty Qualifications, Performance, and Development* (2012-2013) [**Invited**]

Visionary School-Based Educator Programs Committee (2011-2012) [**Invited**]
 Visionary School-Based Educator Programs Partnerships Sub-Committee (Chair) 2012
 College of Education Research Advisory Board—2011; 2012 [**Invited**]
 Dean's Research Committee—2011 [**Invited**]
 Graduate Student Research Conference (Chair)—2011; 2012 [**Invited**]
 Philosophically-Informed Research—Research Study Group 2010-2012[**Co-Leader**
 with Bettie St. Pierre]
 Teacher Leadership Research Study Group 2010-present
 Research Implementation Team [**Selected** to Serve on Team One: The Research Culture
 Team], 2010
 Reviewer for Teacher Quality Grant Program, 2010
 Faculty Senate Awards Committee, 2010-2011; (Chair—2011-2012)
 Faculty Advisory Committee for the Graduate Student Research Conference, 2009, 2010
 Reviewer for the Graduate Student Research Conference, 2009, 2010
 Office of Faculty and Finance Review Committee, 2009
 Curriculum Diversity Action Team, 2007
 Staff Awards Committee, 2007

Department/Unit Service

Elementary Education PhD Program Leader-2011-2012
 Doctoral Programs Reform Task Force—Elementary Education Representative, 2011-
 2012
 Doctoral Admissions Committee--Elementary Education Representative, 2010-2012
 Office Manager Search Committee Member—2011-2012
 Elementary Education PhD Program Redesign Team, Leader, 2010-2011
 Research Internship Design Team, Convener, 2010-2011
 Graduate Programs Committee, 2006-present; Chair 2007-2010
 Specialist Comprehensive Exam Reader, 2009—present
 Masters Comprehensive Exam Reader, 2009-present
 Faculty, Promotion, and Tenure Bylaws Committee, 2008-09, chair
 5-Year Plan Committee, 2007-08, chair
 5-Year Plan Revision Sub-Committee, 2007, chair
 Early Childhood Search Committees, 2007 & 2010
 Scholarships Committee, 2006-2008
 Infrastructure Committee, 2006-2007

Public and Other Service

Service to Outside Agencies and School Districts

Moundsview Public Schools, Chippewa and Highview Middle Schools, 2015 & 2016
 Board Member and Treasurer, Hopkins Football League, 2015-present
 BAM Adventures & Father-Daughter Endorsement/Advisory Group, JTB
 Communications, Madison County, GA, 2011-Present

Accountability Partner for Mr. John Brantley, JTB Communications, Madison County, GA, 2011-Present

Program Evaluation, Assessment, and Research Group (PEAR)—J.J. Harris Professional Development School, Athens, GA, 2009-2010

Professional Development School Planning Group (2008-2009), Clarke County (GA) Schools

Junior High/Middle School Disciplinary Literacy Model Classrooms- Coach's Training (May, 2004), St. Paul Public Schools

National Staff Development Council Standards for Staff Development Self Assessment (December 2003-January 2004), South View Middle School, Edina (MN) Public Schools

Lighthouse Learning Community Inc. (Educational Consulting) – Co-Owner and Vice President (January 2003-present)

Service to State and National Organizations and Foundations

Research Coordination (September 2005- May 2006), Minnesota Middle School Association

MMSA State Conference Student Strand (December, 2005)

Task Force on Interdisciplinary Teaching (September, 2005), Minnesota Board of Teaching

Workshops and Training Sessions for Teachers

Dillon, D. R., Vagle, M. D., DeLapp, P., & Hughes, J. (2004, October). A higher education partnership to better prepare K-12 reading and literacy preservice teachers. Poster presented as part of the College of Education and Human Development Reading Research Day, Coffman Memorial Union, Mississippi Room.