

Vanessa G. Winn, Ph.D.

University of Dayton
Department of Teacher Education
Assistant Clinical Faculty
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EDUCATION

Doctor of Philosophy

December 2018

Educational Leadership: Leadership, Culture, and Curriculum
Miami University, Oxford, Ohio
Dissertation: *Critical Literacy Book Club: Making Sense of
Critical Literacy and Diverse, Social Issues Picturebooks with
Preservice Teachers*
Advisors: Dr. Lisa Weems, Dr. Brittany Aronson

Master of Education

August 2014

Transformative Education, Social Justice Focus
Miami University, Oxford, Ohio

Bachelor of Science in Education

May 2008

Elementary Education; with Early Childhood (PreK-3) and
Elementary Licensure (1-6); and a Letter of Recommendation for
Teaching English as a Second Language (no certification in PA at
the time)
Bucknell University, Lewisburg, Pennsylvania
Summa Cum Laude, Phi Beta Kappa

RESEARCH INTERESTS

Equity Literacy · Critical Literacy · Reading Groups · Teacher Positionalities · Curriculum

PROFESSIONAL EXPERIENCE

Clinical Faculty, University of Dayton, Dayton, Ohio

Fall 2019 – Current

- EDT 340: Educating Diverse Learners in Inclusive Settings
- EDT 414: Developmentally Appropriate Practices in Early Childhood Science

- EDT 413: Developmentally Appropriate Practices in Social Studies
- EDT 411: Developmentally Appropriate Practices in Social Studies for 4th and 5th Grades
- EDT 110: Introduction to the Teaching Profession

Program Admission Interviews; DAP Interviews

- EDT 212: Childhood Theory and Practice
- EDT 478: Student Teaching Internship
- Academic Advisor

Instructor, Miami University, Oxford, Ohio

Spring 2019

- EDT 318: Teacher Leadership for Early Childhood Preservice Teachers
- EDT 240: Sociocultural Studies in Education

Spring 2019

Graduate Assistant Instructor, Miami University, Oxford, Ohio

Fall 2014 – Spring 2015

Fall 2016 – Spring 2017

- EDL 318: Teacher Leadership for Early Childhood Preservice Teachers

Graduate Assistant at iDiscovery, Miami University, Oxford, Ohio

2013-2014

Supported and supervised online learning forums for professional development in math and science for public school teachers in Ohio

Kindergarten Teacher, Washington Episcopal School, Bethesda, Maryland

2010-2012

First Grade Teacher, Durham Public Schools, Durham, North Carolina

2008-2010

PUBLICATIONS

Aronson, B., Meyers, L., & **Winn, V.** (2020). ‘Lies my teacher [educator] still tells:’ Using critical race counternarratives to disrupt whiteness in teacher education, *The Teacher Educator*, 55:3, 300-322.

Smith, K. & **Winn, V.** (2017). Co-teaching in the college classroom, *Teaching Education*, 28(4), 435-448. doi: 10.1080/10476210.2017.1325863

Winn, V. (2017). May I have coffee with you? What I learned about teaching from my time sitting in bell hoods' kitchen. In Poetter, T. S., Waldrop, K., Amatullah, T., Weiland, C., Googins, J. & **Winn, V. (Eds).**, *Curriculum windows: What curriculum theorists of the 1990s can teach us about schools and society today* (115-130). Charlotte, NC: Information Age Publishing.

Cooper, K. Jenkins, K. & **Winn, V.** (2017). Disproportionately burdened: The effects of standardization and corporatization on marginalized groups. In Poetter, T. S. & Googins, J. (Eds). *Was someone mean to you today? The impact of standardization, corporatization, and high stakes testing on students, teachers, communities, schools and democracy* (71-102). Cincinnati, OH: Van-Grinder Publishing.

Smolleck, L. & **Hershberger, V.** (2011). Playing with science: An investigation of young children's science conceptions and misconceptions, *Current Issues in Education*, 14(1), 1-32.

UNDER REVIEW / WORKS IN PROGRESS

Googins, J. & Winn, V. "Reading Groups: Successful Teaching Strategies for Online Reading Groups for Sociocultural Awareness" (under review)

Googins, J. & Winn, V. "Learning Communities in Critical Conversations Online" (under review)

Winn, V. & Bolyard, C. Reading, Knowing and Being: Responses to Reading Social Justice Advocates' Memoirs"

Winn, V. & Vasquez, R. "Embodied Teaching in Online Spaces: A Duo Ethnography of Online Teaching during the Pandemic"

Bolyard, C. & Winn, V. "Who's Responsible? Exploring Preservice and Inservice Elementary Teacher Notions of Responsibility for Teaching Diverse Students" (in progress for review)

CONFERENCE PRESENTATIONS

Thomas C. Hunt Building a Research Community Day, Spring 2022
"Co-curricular book clubs in teacher education," University of Dayton

National Council of Teaching English (NCTE), Fall 2021
"Fostering Critical Conversations: Using Reading Groups to Engage in Conversations about Equity, Justice, and Antiracism in the

Classroom,” Jody Googins (Xavier University) & Vanessa Winn	
Curriculum and Pedagogy , “Memoirs of Social Justice Activists as Curriculum,” Vanessa Winn & Chloe Bolyard (Missouri State University)	Fall 2021
MWERA Curriculum Studies Group B: A critical look at Curriculum from Literacy to the Pandemic , “Building Powerful Learning Communities: Using CRP to Foster Critical Conversations;” Jody C. Googins (Xavier University) & Vanessa Winn, Cincinnati OH	Fall 2021
Bergamo Conference on Curriculum Theory and Classroom Practice , “The Goodness is in the Freedom of It: Building Powerful Learning Communities and Fostering Critical Conversations;” Jody Googins (Xavier University) & Vanessa Winn, Dayton, OH	Fall 2021
Bergamo Conference on Curriculum Theory and Classroom Practice , “Embodied Teaching in Online Spaces;” Vanessa Winn & Ramon Vasquez (SUNY, New Paltz), Dayton, OH	Fall 2021
University of Dayton: Inclusive Pedagogy Workshop , “Choose Your Own Adventure in Podcast Content” (Presented Virtually); Vanessa Winn	Spring 2021
Bergamo Conference on Curriculum Theory and Classroom Practice , “Who's Responsible? Exploring Preservice and Inservice Elementary Teacher Notions of Responsibility for Teaching Diverse Students” (Presented in Absentia); Chloe Bolyard & Vanessa Winn, Dayton, Ohio	Fall 2018
Literacy Research Association , “Lies My Teacher [Educator] Still Tells”: Using Critical Race Counternarratives to Disrupt Whiteness in Teacher Education Brittany Aronson, Lateasha Meyers & Vanessa Winn, Tampa, Florida	Fall 2017
American Educational Studies Association , Disrupting Whiteness after (Mis)Remembering the Past Brittany Aronson, Lateasha Meyers & Vanessa Winn, Pittsburgh, Pennsylvania	Fall 2017
Curriculum & Pedagogy , Co-Teaching in the College Classroom Katherine Smith & Vanessa Winn, Cleveland, Ohio	Fall 2016

Currere Exchange, Revisiting Personal Reflections on an Urban Immersion Experience: Making Sense of Personal Narrative in The Context of Currere as Theory
Vanessa Winn, Oxford, Ohio Summer 2016

Curriculum & Pedagogy, Curriculum Windows 1990s (contributor and editor) & Was Someone Mean to You Today? (contributor) Book Discussions
Thomas Poetter & Jody Googins (Eds.), Vanessa Winn et al., Cleveland, Ohio Fall 2016

AWARDS AND GRANTS

Xavier University, Women of Excellence Giving Circle Grant (WOX Grant), With Jody Googins (Xavier University), University of Dayton, Dayton, Ohio 2022

Hugh S. Morrison Fellowship, Miami University, Oxford, Ohio Fall 2018
Recipient of fellowship to support dissertation research

Graduate School Scholar Assistantship, Miami University, Oxford, Ohio Fall 2017 – Summer 2018
Recipient of full-time Graduate School scholarship recognizing previous academic accomplishments and supporting dissertation research for a full academic year

Educational Leadership Grant for Student/Faculty Research, Miami University, Oxford, Ohio Fall 2017
Recipient of grant to fund dissertation research materials

SERVICE AND LEADERSHIP

Ohio Department of Higher Education, Accreditation for PK5 Program and Dual PK5-IS Program Licensure Renewal Spring 2022; Fall 2022

Dialogue Zone Facilitator, University of Dayton Faculty Spring 2022
Spring Book Read: *Promoting Inclusive Classroom Dynamics in Higher Education: A Research-Based Pedagogical Guide for Faculty* by Kathryn C. Oleson

Reviewer, *JCT: Journal of Curriculum Theorizing* Fall 2021 - Current

Committee Member, Graduate Student Thesis in Psychology “Title TBD” Spring 2022; Fall 2022

Co-Chair , Mid-Western Educational Research Association (MWER) Division B: Curriculum Studies	Fall 2021 - Current
Faculty Mentor and Advisor , The Teacher Education Learning Cohort	Summer 2021 - Current
Covid Case Manager , Volunteer, The University of Dayton	Spring 2021
Reviewer , <i>Diaspora, Indigenous, and Minority Education Studies of Migration, Integration, Equity, and Cultural Survival</i>	Spring 2021; Fall 2021
Reviewer , <i>The Dragon Lode</i> , International Literacy Association Children's Literature and Reading Special Interest Group (CL/R SIG)	2020- Current
Committee Member , Stander Undergraduate Research Symposium, Dayton, Ohio	2020- Current
Reviewer , <i>Currere Exchange Journal</i> , Oxford, Ohio	2017
Coordinator , Teacher Leadership Conference, Miami University, Oxford, Ohio	2016-2017
Professional Development Program for Inservice Teachers , Co-Teaching in Elementary School, Cincinnati, Ohio	2017
Co-Coordinator , Teacher Leadership Conference, Miami University, Oxford, Ohio	2014-2015
Co-Chair , Annual Faculty Giving, Washington Episcopal School, Bethesda, Maryland	2011
Committee Member , Service Learning Committee, Washington Episcopal School, Bethesda, Maryland	2010-2012

SUPERVISION OF CLINICAL EXPERIENCES

Liaison Supervision of Fall Senior Block Clinical Experience Initiate and maintain lines of communication between the building principals, cooperating educators, and UD students. Review integrated curriculum units. Coordinate and provide formal observations of students. Offer student coaching and problem-solving support when necessary.	Fall 2019, Fall 2020
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Liaison Supervision of Student Teaching for Early Childhood Education Licensure

Spring 2020, Spring 2021

Initiate and maintain lines of communication between the building principals, cooperating educators, and UD students. Review curriculum. Maintain records of attendance, maintain concerns-form development and intervention plans, and submit all paperwork for myself and the cooperating educator for end of program Chalk-and-Wire submissions. Coordinate and provide formal observations of students including the C-PAST as well ECE Lesson Observation forms. Offer student coaching and problem-solving support when necessary. Write letters of recommendation and serve as a reference for graduates.

Liaison Supervision of Student Teaching for Intervention Specialist Licensure

Spring 2020

Initiate and maintain lines of communication between the building principals, cooperating educators, and UD students. Review curriculum. Maintain records of attendance, maintain concerns-form development and intervention plans, and submit all paperwork for myself and the cooperating educator for end of program Chalk-and-Wire submissions. Coordinate and provide formal observations of students including the C-PAST as well ECE Lesson Observation forms. Offer student coaching and problem-solving support when necessary. Write letters of recommendation and serve as a reference for graduates.

Liaison Supervision of Student Teaching for Early Childhood Intervention Specialist Education Licensure

Spring 2020, Spring 2021

Initiate and maintain lines of communication between the building principals, cooperating educators, and UD students. Review curriculum. Maintain records of attendance, maintain concerns-form development and intervention plans, and submit all paperwork for myself and the cooperating educator for end of program Chalk-and-Wire submissions. Coordinate and provide formal observations of students including the C-PAST as well ECE Lesson Observation forms. Offer student coaching and problem-solving support when necessary. Write

letters of recommendation and serve as a reference for graduates.

COURSE DEVELOPMENT

Develop syllabi, course readings, and assessments in alignment with Professional Affiliation and CAEP Standards

Fall 2019 - Current

EDT 212: Childhood Theory and Practice
EDT 411: Social Studies for 4th and 5th Grades
EDT 413: Developmentally Appropriate Practice in Social Studies for Early Childhood
EDT 403: Social Studies for Pre-Kindergarten to Grade 5 (*in process*)

PROFESSIONAL LEARNING EXPERIENCES WITH UNDERGRADUATE TEACHER CANDIDATES

Educational Learning Cohort: ‘Nice White Parents’ Podcast, Mentored student leaders in conversations about race and equity in education

Spring 2022

Educational Learning Cohort: Social and Emotional Learning, Mentored student leaders in a book club reading *Learning to Trust: Attachment Theory and Classroom Management* (2nd ed.) by Marilyn Watson

Fall 2021

Activist Memoirs: A Book Club, Designed, Hosted, and Facilitated a group of 10 undergraduate and graduate students at the University of Dayton reading memoirs of social justice activists

Spring 2021

PROFESSIONAL DEVELOPMENT

Dialogue Zone Faculty Book Read Facilitator, *Promoting Inclusive Classroom Dynamics in Higher Education: A Research-Based Pedagogical Guide for Faculty* by Kathryn C. Oleson

Spring 2022

Dunbar Initiative Faculty Development Cohort

Spring 2021

Spring Book Read on Catholicism, Colonialism, and Racism

Spring 2021

The Christian Imagination: Theology and the Origins of Race by Willie James Jennings

EDT Faculty Book Clubs

Reading, Writing and Racism by Bree Picower
The Brilliance of Black Boys by Brian Wright
The Price of Nice by Angelina Castagno (Ed.)

Summer and Fall 2021
Fall 2019
Winter 2019

SCHOOL AND COMMUNITY PARTNERSHIPS

PROFESSIONAL MEMBERSHIPS

Mid-Western Educational Researcher Association	Fall 2021-Current
Curriculum and Pedagogy Group	Fall 2021-Current
National Council of Teachers of English	Fall 2021-Current
National Association for the Education of Young Children	2020 - Current
National Council for Teaching Social Studies	2020 - Current
National Science Teachers Association	2019-2020
American Educational Studies Association	2017-2018
Literacy Research Association	2017-2018