

## CURRICULA VITA

### EDWARD PODSIADLIK III, Ph. D.

#### **Current Rank and Appointment:**

Clinical Associate Professor

Department of Curriculum and Instruction

College of Education

Program Faculty, Urban Teacher Education

Graduate Program Coordinator, Educational Leadership - Educational Studies (MEd)

Doctoral Program Coordinator, Director of Graduate Studies, Curriculum Studies (PhD)

**Research Focus:** To what extent are we being and becoming the educators (and individuals) we've aspired to be? In what ways does our public work align to our private values and beliefs? How do we as educators prioritize the lived experiences of our students, their families, and their communities?

#### **Office:**

University of Illinois at Chicago

College of Education

Department of Curriculum and Instruction

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## EDUCATION

#### **Undergraduate**

1990      St. Xavier University, College of Education

B.A. Elementary Education

#### **Graduate**

1995      Purdue University M.A. English Literature and Writing

1997      Governors State University ESL (English as a Second Language) endorsement

2004      Saint Xavier University M.A. Educational Administration

- 2005 Dominican University Reading Endorsement, Gr. K-12
- 2013 University of Illinois at Chicago, Ph.D. in Curriculum Studies
- Dissertation: *Anecdotes and Afterthoughts: Literature as a Teacher's Curriculum*
- Committee: William H. Schubert (chair), William Ayers, Peter Hilton, Isabel Nunez, Ward Weldon

### **PROFESSIONAL LICENSURE**

Certificate Number 1816594 03 Elementary teaching

Issued 07/11/2001 renewal date 07/01/2021

Endorsements: Elementary Education (k-9); Social Sciences (k-9); Middle School pedagogy, English/Language arts (5-8), Reading teacher (K-8), English as a Second Language

Certificate Number 1621561 09 Secondary teaching, English

Issued 07/11/2021 renewal date 07/01/2016

Certificate Number 2143020 75 Administrative

Issued 06/11/2004 renewal date 07/01/2021

### **FACULTY POSITIONS**

- August 2020 - present Clinical Associate Professor, University of Illinois at Chicago  
College of Education, Department of Curriculum and Instruction  
Program Coordinator and Director of Graduate Studies  
Curriculum Studies Doctoral Program
- 2016 - 2020 Clinical Assistant Professor, University of Illinois at Chicago  
Graduate Program Coordinator and Advisor  
Instructional Leadership - Educational Studies (MEd)
- 2012 - 2016 Visiting Clinical Assistant Professor, University of Illinois at Chicago

## AWARDS AND APPOINTMENTS

2019 Albert Nelson Marquis Lifetime Achievement honoree

“Who’s Who Lifetime Achievement recognizes individuals that have achieved greatness in their industry. These individuals have excelled in their field for at least 20 years.”

2018 Silver Circle Teaching Award (University of Illinois at Chicago)

“Since 1966, the Silver Circle Award has been presented to some of UIC’s best teachers. Winners are honored at their college commencements and their names join a long list of distinguished colleagues. What makes the award especially meaningful is its selection committee: the graduating seniors.

2017 – 18 Curriculum Studies Task Force

This collaborative project oversaw a process of renewal and recommitment, culminating in a newly envisioned and constructed doctoral concentration, eager to build on the groundbreaking history of Curriculum Studies at UIC. After years of research, local and national discussions, and external reviews by leading faculty in the field, the program faculty task force has reorganized the program curriculum around two key tenets true to the history of Curriculum Studies: Critical Pedagogy and Urban Teacher Education (effective 08/2021).

2014 – 16 Super Professor Recognition (sponsored by the Faculty Row Organization)

2015 Chicago Innovation Recognition Finalist

2014 – 15 Council of Teacher Education edTPA Task Force

This group coordinated and led campus-wide professional development related to teacher licensure requirements and protocol.

2014 – present Golden Key International Honor Society

2008 and 2002 National PTA Teacher of Year recognition

2000 – 2007 *Who’s Who Among America’s Teachers*

2002 Aquin Guild Service Award

2002 Golden Apple Finalist

1999 – 2000 Art Institute of Chicago Teacher Advisory Panel

### **MEMBERSHIPS AND OFFICES IN PROFESSIONAL SOCIETIES**

Aquin Guild of Chicago Member (member since 1996)

2002 - 2004 Executive Board Member

American Classical League Member (member since 1990)

2001 - 2003 Award Recognition Selection Committee

1998 - 2003 Elementary Teachers of Classics & Mythology Exam Committee

American Educational Research Association (AERA)

Division K: Teaching and Teacher Education, Division B: Curriculum Studies

SIGs: Urban Learning, Teaching and Research, Lives of Teachers

American Association of Colleges for Teacher Education (AACTE)

Association for Supervision and Curriculum Development (ASCD)

Stanford Center for Assessment, Learning and Equity (SCALE)

### **UNIVERSITY TEACHING** University of Illinois at Chicago (undergraduate & graduate)

CI 494 *Curriculum of Life and COVID-19: Disparities, Resilience, and Educational Renewal*

CI 484 *Curriculum and Instruction in the Middle School Classroom*

CI 500 Pro Seminar in Curriculum Studies

CI 511 *Student Teaching in the Elementary Grades*

CI 512 *Fieldwork Supervision Student Teaching in the Elementary Grades I & II*

ED 345 *Critical Multiculturalism in Urban Classrooms*

ED 344 *Teaching and Learning Social Studies in Urban Schools*

ED 416 *Teacher Competencies and Performance Based Assessment I*

ED 450 *Fieldwork Supervision Teacher Competencies and Performance Based Assessment I*

ED 417 *Teacher Competencies and Performance Based Assessment II*

**PUBLIC SCHOOL TEACHING EXPERIENCE**

- 2009 – 2012     Assistant Principal Chicago Public Schools (CPS)
- 2007 – 2009     Area-wide Literacy Coach (CPS)
- 1993 – 2007     Middle School Language Arts teacher (CPS)

**GRADUATE STUDENT ADVISING/MENTORING**

Aug 2020 – present Doctoral Program Coordinator, Director of Graduate Studies  
Curriculum Studies (PhD)

Responsible for overseeing the progress of approximately 25 students.  
This includes continuing collaboration with students in the Health Professions  
Education concentration.

2016 – present Graduate Program Coordinator, Educational Leadership  
Educational Studies (MEd)

Responsible for advising approximately 25 students per semester. This includes  
collaboration with the Office of Programs for International Partnerships in  
recruiting, advising, and supporting growing numbers of graduate students from  
China into the Educational Studies program.

**UNIVERSITY OF ILLINOIS-CHICAGO COMMITTEE WORK**

**University level:**

2014 - present   Library Advisory Committee

College representation/delegate including campus-wide faculty survey  
subcommittee member

2013 - present   UIC United Faculty Representative

Sub-committees include: Non-tenure-track faculty and students'  
rights/advocacy

Member of Financial Oversight Committee

### **College level:**

2018 - present College Awards Committee

2013 – 2020 Doctoral Steering Committee

2016 -2018 Educational Studies and Programs Committee (EPPC) - alternate

### **Department level:**

2018 - present Department Executive Committee (DEC)

2013 - present Urban Elementary Education Committee

## **PROFESSIONAL PEER REVIEWS**

March, 2018 (for *Journal of Teacher Education*)

“Dialogic Tensions in Pre-Service Teachers’ Identity Negotiations.”

February 2017 (for *Middle Grades Review*)

“Early Adolescent Perceptions of the Co-taught Classroom.”

December 2016 (for *Middle Grades Review*)

“One Middle School Team’s Approach to Implementing Personal Learning Plans.”

July 2016 (for *AERA Division B*) 2017 Conference Session Proposals

May 2016 (for *Journal of Teacher Education*)

“Transformative Professional Learning: An Ecological Approach to Agency Through Critical Reflection.”

December 2015 (for *Journal of Teacher Education*)

“Turning and Returning: Using Written Retrospective Self-Reflections to Nurture Novice Teachers.”

January 2015 (for *Journal of Teacher Education*)

“Educator versus Subject Matter Teacher: The conflict Between Two Sub-Identities in Becoming a Teacher.”

## **BOOK REVIEW ESSAY**

Podsiadlik, E. (2016). Book Review of *Research on educational innovations*. By A. Ellis and J. Bond. New York: Routledge.

## GRANTS

### Funded

2018 - 2019 Student Success Innovation Fund (\$11,075)  
Project Title: *The Sustenance Enterprise*

The goal of this *Sustenance Enterprise* is to train senior student leaders/mentors in implementing a variety of academic and social/emotional resources to support first year College of Education students. It aims to strategically provide comprehensive supports that will increase the number of students successfully achieving their first year undergraduate personal and academic goals.

2017 – 2018 Dean’s School Community Grant (\$5,000)  
Project title: *Parent Empowerment through Mathematics - Creating Spaces for Multiple Stakeholder Collaboration*

A series of workshops and community gatherings were planned to create spaces where parents and community members, classroom teachers, graduate students, and student teachers can speak freely and critically about curriculum issues that directly impact their lives and community. Specifically, the initiative focused on math education and the related role of technology.

## PUBLICATION ACTIVITY

### Professional Books

Podsiadlik, E. (2020). *Grieving as a Teacher’s Curriculum: Relevant Prose and Postscripts*. Leiden, The Netherlands: Brill.

Podsiadlik, E. (2014). *Anecdotes and Afterthoughts: Literature as a Teacher’s Curriculum*. Rotterdam, Netherlands: Sense Publishers. ISBN: 978-94-6209-727-8.

### In Preparation

Podsiadlik, E. (anticipated December, 2021). *Licensed to Transform: An Alphabet of Student Teaching*. New York: DIO Press.

For inclusion in the DIO Press series *Liberating Education, Liberating Educators*. This project explores the emerging professional and evolving personal identities of teacher candidates. Some of the critical questions explored include: what are we teaching *for* and what are we teaching *against*? To what extent do integral pieces of our humanity (i.e., one’s values, beliefs, mission, vision, challenges, aspirations) inform one’s teaching, learning, and living? As these questions indicate, my research continues to be rooted in the conviction that teaching and learning are more than methods and

strategies. They are sacred actions that have the potential to validate and fortify our individual and collective humanity in all its complexity and nuance.

### Refereed Articles in Professional Journals

Podsiadlik, E. (2016). *Re-Viewing, Re-Imaging, & Re-Invigorating Middle School Teacher Education*. Middle School Review: Vol. 2 <https://scholarworks.uvm.edu/mgreview/vol2/iss1/7/>

**Abstract** How do we best prepare educators for teaching in the middle grades? This essay reviews authentic middle student feedback and two comprehensive units of instruction in order to re-view and re-imagine the potential of middle school teacher education to become re-invigorated in its capacity to offer relevant and critical instructional experiences. Essential questions explored are: 1) what do effective middle school teaching and learning uniquely look and sound like? and 2) what singular components, considerations, and challenges does middle school teacher education need to specifically address? Evidence is examined that demonstrates pedagogical components, strategies, and a wide-range of resources that exemplify instructional planning and decision-making specific to meaningful middle school instruction. Specific implications and recommendations for teacher education are offered that address considerations specific to providing middle school instruction relevant to contemporary student lives and pertinent to their (individual and collective) emerging and evolving identities and values.

Podsiadlik, E. (2015). *William Faulkner's 'The Unvanquished' on Emerging and Evolving Teacher Identities*. International Journal of Arts and Humanities. Chief Editor Dr. Fletcher Smith.

### Peer Reviewed Chapters in Books

Podsiadlik III, E. (2021, February 23). Literature as curriculum and curriculum studies. In *Oxford Research Encyclopedia of Education*. Oxford University Press. doi: <https://doi.org/10.1093/acrefore/9780190264093.013.1574>

Podsiadlik, E., & Parker-Katz, M. (2019). "Transforming Teacher Education: Nurturing Innovative Pathways of Collaboration Essential to Democratizing Teacher Education." In A. E. Lopez & E. L. Olan (Eds.), *Transformative pedagogies for teacher education: Moving towards critical praxis in an era of change*. Charlotte, NC: Information Age Publishing.

Podsiadlik, E. & Bond, J. (2018). *The Dignity of the Calling: Educators Share the Beginnings of Their Journeys*. Chapter entry: "Taken at the Flood: Journeys of Identity and Integrity." A. Kemp (Ed.). Georgia Regents University: Information Age Publishing.

Podsiadlik, E. (2015). *SAGE Guide to Curriculum in Education*. Chapter Seven: "Subject Matters of the Humanities." Editors: Ming Fang He, Brian D. Schultz, & William H. Schubert. Los Angeles: SAGE. ISBN: 9781452292243.



## Online Publications

Podsiadlik, E. (2017). *Case Study: Philosophical Inquiry*. SAGE Publications Ltd City: London  
Online. <http://methods.sagepub.com/case/philosophical-inquiry>

Podsiadlik, E. (2015). *Book Review of 'Civics Beyond Critics' by Ian Macmullen*. Teachers  
College Journal. New York: Columbia University. [www.tcrecord.org](http://www.tcrecord.org).

Podsiadlik, E. (2008). *Paradigm Shifts that Nurture Improved Middle School Reading  
Instruction*. Forum on Public Policy. London: Oxford University Press  
[forumonpublicpolicy.com/journals-2/online-journals/volume-2007-no-33](http://forumonpublicpolicy.com/journals-2/online-journals/volume-2007-no-33)  
[http://www.bing.com/search?q=Volume+2007+No.+3+%7C+Forum+on+Public+Policy  
&4m=DLSDF8&pc=EUPP\\_MDDS&src=IE-SearchBox](http://www.bing.com/search?q=Volume+2007+No.+3+%7C+Forum+on+Public+Policy&4m=DLSDF8&pc=EUPP_MDDS&src=IE-SearchBox)

## PRESENTATIONS

### National

February 2020      Critical Question in Educational Studies Conference, Seattle, Washington  
Conference theme: Challenging our understandings of teaching & learning  
Presentation: *Literature as a teacher's curriculum*

By integrating literature, personal experience, and educational philosophy, educators are invited to individually and collectively reflect on realities and possibilities of what it means to be an educator.

November 2019      Critical Question in Educational Studies Symposium, Chicago Illinois  
Conference theme: Supporting Public Schools, Teachers, Students:  
Responsibilities, models, and boundaries

Presentation One: *Setting the Record Straight*

This panel presentation includes a spectrum of participants and perspectives (student-teacher, novice-teacher, veteran-teacher, teacher-educator). The discourse explores two myths of urban public education: that good teaching is color-blind; and that teachers are poorly served by ineffective teacher-education programs.

Presentation Two: *Teachers have it easy?!? Refuting This and Other Myths about Public Education*

This panel-lead discourse will identify and describe personal and professional challenges and aspirations inherent to public school teaching. Participants (student-teacher, novice-teacher, veteran-teacher, teacher-educator) welcome questions, reactions, and further discussion points.

July 2019      American Classical League (ACL) Centennial Institute  
Midtown Hilton, New York City

Presentation at Elementary Teachers of Classics (ETC) sub-committee  
*Content-based Preparation for Teacher Educators*

April 2019 American Association of Colleges for Teacher Education (AACTE) Conference  
Louisville, Kentucky  
Presentation: *Creating Spaces for Multiple Stakeholder Collaboration.*

July 2019 American Classical League (ACL) Institute, University of Montana  
Presentation: *Using Homer's Odyssey for Teacher Reflection*

October 2018 Critical Questions in Education Conference  
The Academy for Educational Studies, Kansas City, Missouri  
Presentation: *Creating Democratic Learning Spaces in Schools*

April 2016 American Educational Research Association Annual Conference, Washington D.C.  
Panel presentation: *The Dignity of the Calling: Educators Share the Beginnings of Their Journeys.*

April 2016 Annual American Educational Research Association Conference, Chicago, Illinois  
Presentation: *Discourse, Imagination, and Advocacy*

March 2015 American Association of Colleges for Teacher Education (AACTE) Conference  
Atlanta, Georgia  
Presentation: *Re-imagining Urban Teacher Preparation: Investing in University School Collaborations*

June 2008 Data-Wise Symposium, Harvard University  
Presentation: *Paradigm Shifts: From Isolation to Collaboration*

June 2006 American Classical League Institute, University of Pennsylvania  
Presentation: *Using Seinfeld as a 20<sup>th</sup> Century Connection to the Ancient World*

June 2005 American Classical League Institute, University of New Mexico  
Presentation: *Lights! Camera! Odyssey! Using Drama to Teach Reading and Writing*

Feb 2003 National Council for Social Studies Conference, Chicago, Illinois  
Presentation: *Using Seinfeld in the Social Studies Classroom*

### **State**

January 2000 Illinois State Board of Education IASA Conference  
Presentation: *Creating a Classroom with a Positive Attitude*

### **Local**

Feb 2014 Campus-wide workshop(s) for faculty

Presentation: *EdTPA: What Is It and What Does it Mean to Me?*

January 2016 UIC College of Education Research Day  
Presentation: *Discourse, Imagination, Advocacy: Buscaglia, Ellison, and Woolf*

Feb 2006 National Mexican Fine Arts Museum  
Chicago Public Schools Principals Professional Development  
Presentation: *Teaching Reading Across Content Area*

January 2006 Field Museum of Natural History  
Chicago Public Schools District-wide lead literacy professional development  
Presentation: *Using Writing as a Tool to Improve Comprehension.*

### **Invited keynotes addresses/presentations**

August 2019 *Bridging Chicago* PODCAST

The *Bridging Chicago* podcast connects listeners with business and educational leaders in and around the Chicago area by discussing how guests got to their current positions. The podcast is a platform for guests to demonstrate their skills and experience, network with other community members and leaders, share their professional objectives, perspectives, and engage with listeners. Hosted by SATC Solution Center L3C, the educational and development division of the law firm Schenk Annes Tepper Campbell Ltd. Podcast available beginning September 3, 2019 on: iTunes, Spotify, SoundCloud, Stitcher, or the SATC Website.

June 2018-2019 Invited commencement speaker at Talman Elementary Graduation Ceremony

July 2007 Literacy Round Table, Oxford University, London  
Presentation: *Middle School Literacy: Educational Strategies and Initiatives*