

Thomas H. Levine

Assistant Professor, Curriculum & Instruction, Neag School of Education, University of Connecticut

EDUCATION

- 2005 Stanford University School of Education, Stanford, CA
Ph.D. degree (Teacher Education)
- 2001 Clark University, Worcester, MA
Certificate of Advanced Graduate Studies (Chinese Language and Culture)
- 1989 Tufts University, Medford, MA
M.A.T. with teaching credential in secondary Social Studies.
- 1987 Brown University, Providence, RI
B.A., magna cum laude, with honors (History)

ACADEMIC AWARDS

- 2004-05 Spencer Dissertation Fellowship
- 2000-04 Stanford Graduate Fellowship
- 2000-01 Stanford University School of Education Fellowship
- 1987 Phi Beta Kappa, Brown University

SELECTED PROFESSIONAL EXPERIENCE

- 2005-present Assistant Professor, Curriculum and Instruction
Neag School of Education, University of Connecticut

Co-led Project PREPARE. This funded project developed and studied a faculty learning community to improve preservice teacher preparation for linguistic diversity.

Co-led task force that articulated 19 core practices at the center of our teacher education program re-design efforts.

Regularly teach elementary social studies methods; deconstruct key disciplinary practices and high leverage teaching practices; create opportunities for teaching candidates to see and try out these practices; created a video project promoting opportunities to use and reflect on these practices in clinic before student teaching.

Created—and taught twice—a doctoral seminar on preservice teacher education; created and taught doc seminar on sociocultural theory. Created an advanced social studies methods course focusing on language in the social studies classroom and an elementary elective, “Public speaking and storytelling for the elementary teacher.”

- 2003-04 Instructor and Coordinator, Curriculum and Teacher Education Colloquia,
Stanford University School of Education

Recruited nationally-recognized scholars and arranged a series of colloquia presenting research on “Curriculum and Teacher Education.”

- 2000-01 University Supervisor, Stanford Teacher Education Program, Stanford University

Mentored, evaluated, and led weekly meetings for prospective history/social science teachers.

- 1998-2000 Associate Director, New England China Network at Primary Source, Watertown, MA
(Primary Source, a non-profit, works with K-12 teachers to change the way students learn history and understand the cultures of those who have been left out of mainstream texts.)

Created and implemented courses and conferences to support K-12 teaching about East Asia. Designed and led teacher study tours to China; assessed impact in 80-page report. Assisted in fund-raising, budgeting, marketing, and organizational restructuring.

- 1995-96 Instructor, “English Composition” and “Spoken English”
Civil Aviation College of China, Tianjin, China
Taught undergraduate Chinese nationals majoring in English and graduate students.
- 1987-95 Social Studies Teacher
Courses: A.P. U.S. History, Government, World Studies, Public Speaking
Algonquin Regional High School, Northboro, MA
*Chosen by faculty and administrators as "Teacher of the Year" (1990).
Chosen by students to deliver the graduation address (1990, 1991, 1994).
Created and co-taught “Difference and Diversity,” an interdisciplinary and
heterogeneously-grouped course cited as one of the top innovations in primary and
secondary education by the New England School Development Council, in 1993. Over 60
educators made site visits to observe the course.*

EDITORIAL ROLES

Associate Editor, *Teaching and Teacher Education* (January 2017 to April 2018)
Executive Editor, *Teaching and Teacher Education* (April 2018 to present)

PEER REVIEWED EDITED BOOK

Levine, T.H., Howard, E.R., & Moss, D.M. (2014). *Preparing Teachers for Second Language Learners: Lessons from a Faculty Learning Community*. New York: Routledge (Research on Teacher Education Series).

PEER-REVIEWED PUBLICATIONS

- Levine, T.H. (2019). Overcome Five PLC Challenges. *The Learning Professional*, 40(3), 64-68.
- Anagnostopolous, D.O., Levine, T.H., Roselle, R.S., & Lombardi, A. (2018). Learning to redesign teacher education: A conceptual framework to support program change. *Teaching Education*, 29(1). 61-80.
- Roselle, R.S., Anagnostopoulos, D.O., Hands, R., Levine, T.H., Cahill, J., Kuhn, A., Plis, C. (2017). *Simultaneous Inquiry: Renewing Partnerships and People in Professional Development Schools*. *School University Partnerships: A Journal of the National Association for Professional Development Schools*.
- Levine, T.H. & Wright-Maley, C. (2017). Studying Teacher Preparation for Linguistic Diversity: Promoting Triangulation While Minimizing Cost. Sage Research Methods Cases 2. **DOI:** <http://dx.doi.org/10.4135/9781473979635>
- Levine, T.H. (2017). Studying Teacher Collaboration: Preparing for and Conducting Interviews on Sensitive Topics with Reluctant Interviewees. Sage Research Methods Cases 2. **DOI:** <http://dx.doi.org/10.4135/9781526407405>
- Marcus, A.S., & Levine, T.H. , & Grenier, R.S. (2012). How Secondary History Teachers Use and Think About Museums: Current Practices and Untapped Promise for Promoting Historical Understanding. *Theory and Research in Social Education*, 40(1), 66-97.
- Marcus, A.S., & Levine, T.H. (2011). *Knight at the Museum: Learning History with Museums*. *The*

Social Studies, 102(3), 104-109.

- Levine, T.H. (2011). Features and strategies of supervisor professional community as a means of improving the supervision of preservice teachers. *Teaching and Teacher Education* 27(5), 930-941.
- Levine, T.H. (2011). Comparing Pathways for Converting Large High Schools into Smaller Units: Interdependent Smaller Learning Communities as a Defensible Alternative. *Improving Schools* 14(2) 172-186.
- Levine, T.H. (2011). Experienced teachers and school reform: Exploring how two different professional communities facilitated and complicated change. *Improving Schools*, 14(1), 30-47.
- Levine, T.H. & Marcus, A.S. (2010). How the structure and focus of teachers' collaborative activities facilitate and constrain teacher learning. *Teaching and Teacher Education*, 26(3), 389-98.
- Levine, T.H. (2010). Tools for the study and design of collaborative teacher learning: The affordances of different conceptions of teacher community and activity theory. *Teacher Education Quarterly*, 37(1), 109-130. (refereed)
- Marcus, Alan S. & Levine, Thomas H. (2010). Remember the Alamo?: Learning History with Monuments and Memorials. *Social Education*, 74(3).
- Levine, T.H. (2010). Socializing future social studies teachers and K-12 students. *The Social Studies*, 101(2), 69-74.
- Levine, T. H. & Marcus, A. (2008). Closing the achievement gap through teacher collaboration: Facilitating multiple trajectories of teacher learning. *Journal of Advanced Academics* 19(1), 116-138.
- Levine, T. H., Irizarry, J., & Bunch, G. (2008) Beyond Open houses: School promotes cross-cultural understanding among teachers and language minority families. *Journal of Staff Development*, 29(1), 29-33.

INVITED BOOK CHAPTER

- Howard, E.R. & Levine, T.H. (2018). What Teacher Educators Need to Know about Language and Language Learners: The Power of a Faculty Learning Community. In Adger, C. (editor). *What Teachers Need to Know About Language*. Bristol, U.K.: Channel View Publications.
- Marcus, A. S. & Levine, T. H. (2006). Exploring the past with feature film. in Alan S. Marcus (Ed.). *Celluloid Blackboard: Teaching history with film* (pp. 1-13). Greenwich, CT: Information Age Publishers, 1-13.

PEER REVIEWED BOOK CHAPTERS AND BOOK CONTRIBUTIONS

- Levine, T.H., Howard, E.R., & Gort, M. (2014). Recruiting and Organizing Learning among Busy Faculty Members. In T.H. Levine, E.S. Howard, & D.M. Moss (ed.s) *Preparing Teachers for Second Language Learners: Lessons from a Faculty Learning Community*. New York: Routledge (Research on Teacher Education Series), 37-62.
- Levine, T.H., Howard, E.R. (2014). Teacher Educator Capacity to Prepare Preservice Teachers for Work with Emergent Bilinguals. In T.H. Levine, E.S. Howard, & D.M. Moss (ed.s) *Preparing Teachers for Second Language Learners: Lessons from a Faculty Learning Community*. New York: Routledge (Research on Teacher Education Series), 17-36.
- Howard, E.R., Levine, T.H., & Moss, D.M. (2014). The Urgency of Preparing Teachers for Second Language Learners. In T.H. Levine, E.S. Howard, & D.M. Moss (ed.s) *Preparing Teachers*

- for Second Language Learners: Lessons from a Faculty Learning Community*. New York: Routledge (Research on Teacher Education Series), 3-16.
- Howard, E.R., Levine, T.H., & Moss, D.M. (2014) Final Recommendations for Initiating a Faculty Learning Community. In T.H. Levine, E.S. Howard, & D.M. Moss (ed.s) *Preparing Teachers for Second Language Learners: Lessons from a Faculty Learning Community*. New York: Routledge (Research on Teacher Education Series), 231-242.
- Howard, E.R., Welsh, M., Levine, T.H., & Moss, D.M. (2014). Assessing progress within and across cohorts. In T.H. Levine, E.S. Howard, & D.M. Moss (ed.s) *Preparing Teachers for Second Language Learners: Lessons from a Faculty Learning Community*. New York: Routledge (Research on Teacher Education Series), 139-153.
- Staples, M.E. & Levine, T.H. (2014). Using a Conceptual Frame to Infuse Material about Emergent Bilinguals into a Teacher Education Course. In T.H. Levine, E.S. Howard, & D.M. Moss (ed.s) *Preparing Teachers for Second Language Learners: Lessons from a Faculty Learning Community*. New York: Routledge (Research on Teacher Education Series).
- Wright-Maley, C., Levine, T.H., & Gonzalez, E.J. (2014). Instruction in Progress: In Search of Effective Practices for Emergent Bilinguals. In T.H. Levine, E.S. Howard, & D.M. Moss (ed.s) *Preparing Teachers for Second Language Learners: Lessons from a Faculty Learning Community*. New York: Routledge (Research on Teacher Education Series), 154-173.
- Levine, T.H. (2010). "A small group of thoughtful, committed citizens": How social studies can enable resistance rather than social reproduction. In D. Moss & T. Osborn (Eds.) *Critical Essays on Resistance in Education: Volume 46, Counterpoints: Studies in the Postmodern Theory of Education*. New York: Peter Lang, 143-158.
- Levine, T. H. (2009). "Preparing future teachers and citizens to address controversial issues: The four-corner debate." In E. Heilman, R. Fruja, & M. Missias (eds.) *Social Studies and Diversity Education: What We Do and Why We Do It*. New York: Routledge, 230-234.
- Levine, T. H. (2008) "Case 4.1: Structuring collaboration for student-oriented, progressive interaction". In *The Skillful Leader II: Confronting Conditions That Undermine Learning*. Acton, MA: Research for Better Teaching, 69-70.
- Levine, T. H. (2008) "Are you open to changing practice, receiving influence, and taking teacher concerns seriously?" In *The Skillful Leader II: Confronting Conditions That Undermine Learning*. Acton, MA: Research for Better Teaching, 63-64.
- Levine, T. H., & Bunch, G. C. (2007). Community. In F. Pawan and G. B. Sietman (Eds.). *For All our Students: Collaborative Partnerships among ESL and Classroom Teachers*. Alexandria, VA: TESOL, 117-140.

OTHER PUBLICATIONS

- Levine, T.H., (2010). Why Should Emerging and Senior Scholars Participate in the NERA Mentoring Program? *NERA Researcher* 48(1), 17.
- Levine, T.H. & Howard, E. (2010) Project PREPARE-ELLs builds capacity for teaching English learners. *TNE Bulletin*, Spring, 2010, 3.
- Levine, T.H., (2009). NERA matches nine graduate students with mentors. *NERA Researcher* 47(4), 14.
- Levine, T.H., (2009). NERA mentoring program expands! *NERA Researcher* 47(3), 8.
- Levine, T.H., (2009). Interested in working with a NERA mentor? Or do you have advisees who might benefit from getting another scholar's perspective? *NERA Researcher* 47(2), 12.
- Levine, T.H., (2009). Why should graduate students seek out formal mentoring at NERA? *NERA Researcher*. 47(1), 14-15.
- Levine, T.H. & Marx, H. (2008). Report on NERA's 2008 Conference. *NERA Researcher*. 46(4), 5.

- Levine, T.H. & Marx, H. (2008). "Strengthen Educational Research"—your own, and all of ours—while joining us at the 39th Annual NERA Conference! *NERA Researcher*. 46(3), 4-5.
- Levine, T.H. (2008). New Pilot Program: Interested in working with a NERA mentor? *NERA Researcher*. 46(3), 7.

COMPETITIVE GRANTS AWARDED

Making History: Implementing Connecticut's New Social Studies Framework in Elementary Classrooms. Connecticut Teacher Quality Grant, Making History: Implementing the Connecticut Social Studies Frameworks. Requested 146,481, awarded 122,801 to provide intensive summer training and yearlong meetings and coaching to 34 elementary teachers improving their social studies instruction. March, 2015.

Project PREPARE-ELLs (Preparing Responsive Educators who Practice Access and Realize Excellence with English Language Learners, submitted with Elizabeth Howard). University of Connecticut Faculty Large Grant Program. Requested \$24,975. Awarded \$24,975. For developing a faculty learning community to improve teacher preparation for linguistic diversity. May, 2010.

PROJECT ACCESS (Academic Content and Communication Equals Student Success, submitted with Mary Truxaw and Megan Staples). Teacher Quality Partnership Grant Program, Department of Higher Education, Connecticut. Requested \$143,077. Proposal for in-service teacher development termed one of the top two in the pool but awarded only \$105,000 due to revised guidelines on use of funds and "these economic times," according to the program director. PIs determined project was not feasible with changed guidelines and reduced funding and declined the grant. April, 2009.

PEER REVIEWED SYMPOSIA AND WORKSHOPS

- Levine, T.H. (2018). [Symposium Organizer]. Symposium: Exploring the Contours of Coherence in Teacher Preparation: Four Perspectives on the Concept, the Pathways, and the Challenges. American Educational Research Association, April 2018.
- Levine, T.H. (2015) [Chair & Organizer]. *Preparing Classroom Teachers to Succeed with Second Language Learners: Lessons from a Faculty Learning Community*. American Educational Research Association annual meeting, Chicago, IL. April, 2015.
- Levine, T.H., Kaufman, D., & Moss, D. (2014). *Preparing Classroom Teachers to Succeed with Second Language Learners*. Pre-conference workshop with in-conference follow-up. Northeast Educational Research Association Annual Conference, Trumbull, CT. October, 2014.
- Levine, T.H. (2009). [Chair & organizer] *Preparing preservice teachers to teach social studies to ELLs: What methods instructors can do*. Peer reviewed, contributed symposium for the College and University Faculty Assembly of the National Council for the Social Studies Annual Conference, Atlanta, GA. November, 2009.
- Levine, T.H. (2009). [Chair & organizer] *Inside teacher professional community: Challenges and Accomplishments*. Peer reviewed, contributed symposia for the American Educational Research Association conference, Chicago, IL. April, 2007.

PEER REVIEWED PUBLISHED CONFERENCE PROCEEDINGS

Levine, Thomas; Mulcahy, Patrick; Bengston, John; Didden, Andrew; Esposito, Abigail; Valacer, Alexander; Rich, Miranda; Seara, Dan; Colantonio, Brian; Dombrowski, Andrew; Lopez, Justis; Schlank, Colin; and Wilson, Daniel, "Learning to Lead: Exploring How 1st-6th Year

Teachers Develop Informal Leadership" (2015). *NERA Conference Proceedings 2015*. Paper 10. Available at: <http://digitalcommons.uconn.edu/nera-2015/10/>

Esposito, Abigail; Nelson, Sara; Bengston, John; Didden, Andrew; Mulcahy, Patrick; Wilson, Daniel; Valacer, Alexander; Seara, Dan; Schlank, Colin; Lopez, Justis; Dombrowski, Andrew; Colantonio, Brian; and Levine, Tom, "Exploring the Impact of the New CCSS on Definitions of Teacher Leadership and 1st-6th Year Teachers' Opportunities to Develop as Leaders" (2015). *NERA Conference Proceedings 2015*. Paper 8. Available at: <http://digitalcommons.uconn.edu/nera-2015/8>

PEER REVIEWED CONFERENCE PAPERS

Levine, T.H., Anagnostopoulos, D.O., & Roselle, R.S. (2018). Addressing Coherence, Conflict, and Ambiguity: A Case Study of Teacher Education Program Redesign around Core Practices. For an AERA symposium organized by Levine, T.H. Exploring the Contours of Coherence in Teacher Preparation: Four Perspectives on the Concept, the Pathways, and the Challenges. Peer reviewed, contributed paper for the American Educational Research Association Annual Conference, New York, NY. April 2018.

Levine, T.H. (2018). School-based Induction of Novice Secondary Teachers: Identifying Effective Practices and Their Implications for School Reform. Peer reviewed, contributed paper for the American Educational Research Association Annual Conference, New York, NY. April 2018.

Levine, T.H. (2018). What role do—and what role should—colleagues play in a teacher's life? Promoting learning communities. Invited presentation for scholarly colloquia, presented as part of Fulbright Program for German teachers to learn about Diversity in U.S. Schools. Storrs, CT. March, 2018.

Levine, T.H. (2017). What role do—and what role should—colleagues play in a teacher's life? Promoting learning communities. Invited presentation for scholarly colloquia, presented as part of Fulbright Program for German teachers to learn about Diversity in U.S. Schools. Storrs, CT. March, 2017.

Levine, T.H., & Maley, C. (2017). Identifying Professional Learning Needs and Pathways for Instructors of Specific Courses. Peer reviewed, contributed presentation and paper for the American Association of Colleges of Teacher Education annual conference, Atlanta, GA, February-March, 2017.

Levine, T.H., Anagnostopoulos, D.O., & Roselle, R.S. (2016). Developing a Faculty Learning Community to Promote Professional Development, Program Improvement, and Research in an R1 University. Peer-reviewed, contributed paper for the American Educational Research Association Annual Conference, San Antonio, TX. April 2017.

Levine, T.H., & Maley, C. (2016). Elementary Social Studies Methods Courses: Exploring Alignment with NCSS's Vision for Powerful, Purposeful Social Studies. Peer reviewed, contributed paper for the College and University Faculty Assembly of the National Council for the Social Studies Annual Conference, Washington, D.C.. November, 2016.

Levine, T.H., Anagnostopoulos, D.O., & Roselle, R.S. (2016). In Search of Democratic and Inclusive Reform of Teacher Education: Addressing Unity, Conflict, and Ambiguity. Peer-reviewed, contributed paper for the National Network of Educational Renewal annual conference, October, 2016.

Levine, T.H. (2016). What role do—and what role should—colleagues play in a teacher's life? Promoting learning communities. Invited presentation for scholarly colloquia, presented as

- part of Fulbright Program for German teachers to learn about Diversity in U.S. Schools. Storrs, CT. March, 2016.
- Levine, T.H. & Howard, E.R. (2015). Uniting Busy Teacher Educators into Joint Work to Improve Teacher Preparation for Linguistic and Cultural Diversity. Peer reviewed, contributed presentation and paper for the National Network of Educational Renewal. Chico, CA, October, 2015.
- Levine, T.H. & Howard, E.R. (2015). Preparing Pre-service Teachers for Emergent Bilinguals: Rationale and Methods for Faculty Development. American Educational Research Association annual meeting, Chicago, IL. April, 2015.
- González, E.M., Wright-Maley, C., Levine, T.H.(2015). Assessing Preservice Teacher Enactment of Linguistically & Culturally-Responsive Practices Supported in Teacher Education Coursework. American Educational Research Association annual meeting, Chicago, IL. April, 2015.
- Levine, T.H. (2015) [Chair & Organizer]. *Preparing Classroom Teachers to Succeed with Second Language Learners: Lessons from a Faculty Learning Community*. American Educational Research Association annual meeting, Chicago, IL. April, 2015.
- Anagnostopoulos, D.O., Levine, T.H., & Roselle, R.S. (2015). Reforming a Teacher Education Program around Promotion of High Leverage Practices. Peer reviewed, contributed presentation and paper for the American Association of Colleges of Teacher Education annual conference, Atlanta, GA, February-March, 2015.
- Levine, T.H., Roselle, R.S., & Staples, M.E. (2015). Adding material about English Learners to any Teacher Education Course: Options and Affordances of Different Conceptual Frames. Peer reviewed, contributed presentation and paper for the American Association of Colleges of Teacher Education annual conference, Atlanta, GA, February-March, 2015.
- Levine, T.H. (2015). Strategies for—and Components of—a Faculty Learning Community Improving Teacher Preparation for Linguistic Diversity. Peer reviewed, contributed presentation and paper for the American Association of Colleges of Teacher Education annual conference, Atlanta, GA, February-March, 2015.
- Levine, T.H.. (2014). Uniting Busy Teacher Educators into Joint Work to Improve Teacher Preparation for Linguistic & Cultural Diversity. Peer reviewed, contributed presentation and paper for the National Network of Educational Renewal, Columbus, OH. October, 2014.
- Anagnostopolous, D.O., Levine, T.H., & Roselle, R.S. (2014). Reforming a Teacher Education Program around Promotion of High Leverage Practices. Peer reviewed, contributed presentation and paper for the National Network of Educational Renewal, Columbus, OH. October, 2014.
- Levine, T.H. (2011). A social studies teacher educator's journey learning about ELLs and revising his methods course to prepare teachers for linguistic diversity. Peer reviewed, contributed paper for the College and University Faculty Assembly of the National Council for the Social Studies Annual Conference, Washington, D.C.. November, 2011.
- Levine, T.H. (2011). How teacher professional communities influence classroom practice: Two cases conceptualizing the role of power and shared resources. Peer reviewed, contributed paper for the American Educational Research Association conference, New Orleans, LA, April, 2011.
- Levine, T.H. & Maley, C. (2010). Imagining and Conceptualizing Professional Learning among Elementary Social Studies Methods. Written as part of a peer reviewed, contributed symposium on fostering professional learning and professional community among elementary social studies methods instructors for the College and University Faculty Assembly of the National Council for the Social Studies Annual Conference, Denver, Co, November, 2010.
- Maley, C. & Levine, T.H. (2010). A descriptive snapshot of elementary social studies methods courses and instructors in New England. Written as part of a peer reviewed, contributed

- symposium on fostering professional learning and professional community among elementary social studies methods instructors for the College and University Faculty Assembly of the National Council for the Social Studies Annual Conference, Denver, Co, November, 2010.
- Levine, T.H., & Howard, E. (2010). Developing a Faculty Learning Community to Improve Preservice Teachers' Capacity to Teach English Language Learners. Peer reviewed, contributed paper for the American Association of Colleges of Teacher Education annual conference, Atlanta, GA. February, 2010.
- Levine, T.H. (2009). Addressing linguistic diversity in social studies methods courses: A rationale and conceptual framework. Peer reviewed, contributed paper for the College and University Faculty Assembly of the National Council for the Social Studies Annual Conference, Atlanta, GA. November, 2009.
- Levine, T.H. (2009). Supervisor professional community as a means of improving pre-service clinical supervision: An exploratory case study. Peer reviewed, contributed paper for the American Educational Research Association conference, San Diego, CA. April, 2009.
- Levine, T.H. (2009). Comparing Pathways for High School Conversion: Are Interdependent Smaller Learning Communities a Defensible Alternative? Peer reviewed, contributed paper for the American Educational Research Association conference, San Diego, CA. April, 2009.
- Levine, T.H. (2008). Socializing future teachers regarding the means and ends of social studies: Cautions, contradictions, and contra-indications. Peer reviewed, contributed paper for the 39th annual Northeastern Educational Research Association conference, Kerhonkson, New York. October, 2008. (CPR)
- Levine, T. H. (2007) The contributions and limitations of different conceptions of teacher community for teacher development. Peer reviewed, contributed paper for the 38th Annual Northeastern Educational Research Association, Kerhonkson, New York.
- Levine, T. H. (2007). For better and for worse: How professional community mattered for three teachers' classrooms. Peer reviewed, contributed paper for the 2007 annual meeting of the American Educational Research Association. Chicago. April, 2007.
- Levine, T. H. (2007). Moving beyond "Just me and my 32 kids": How two professional communities helped experienced teachers to collaborate and change. Peer reviewed, contributed paper for the 2007 annual meeting of the American Educational Research Association. Chicago. April, 2007.
- Levine, T. H. (2006). Neither revolution nor running in place: How collaboration influenced three teachers' classroom practice. Paper for the 37th Annual Northeastern Educational Research Association, Kerhonkson, New York. October, 2006.
- Levine, T. H. (2006). How two conversion high schools supported and complicated new teachers' work. Paper for the New Educator Conference, sponsored by the New Educator journal, a national publication focusing on issues of teacher induction. New York City, New York. October, 2006.
- Levine, T. H. (2006). How different kinds of collaboration enabled and constrained opportunities for teacher learning at Bethune-Chavez Academy. Paper for the annual meeting for the American Educational Research Association. San Francisco. April, 2006.
- Levine, T. H. (2005). If you build it, will they learn? Opportunities for learning in teacher community. Paper for the 36th annual Northeastern Educational Research Association, Kerhonkson, New York. October, 2005.
- Levine, T. H. (2005). Conceptualizing the Influence of Teacher Collaboration on Classroom Practice. Poster and paper accepted for the 36th annual Northeastern Educational Research Association, Kerhonkson, New York. October, 2005.

- Levine, T. H. (2005). Examining the “optimistic premise” concerning the impact of teacher collaboration on instruction: A comparative case study. Paper for the annual meeting of the American Educational Research Association. Montreal, Canada. April, 2005.
- Levine, T. H. (2003). The View from the Community Bandwagon: Maintaining the power—and exploring the limits—of Community of Practice Theorizing for Teacher Education. Paper for the California Council for Teacher Education Fall Conference. San Diego, CA. May, 2003.
- Levine, T. H. (2003). Muddle in the Middle: Cognitive, socio-cultural, and activity theoretical conceptualizations of how teachers’ joint work and individual practice influence each other. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL. April, 2003.

INVITED SCHOLARLY PRESENTATIONS

- Levine, T.H. (2009). American exceptionalism in comparative perspective: Chinese analogues to the American Dream. Invited lunch keynote address, for the Connecticut Council for the Social Studies annual conference, November 7, 2009, Central Connecticut State University, Middletown, CT.
- Levine, T.H. (2009). Infusing critical geographic literacy into elementary social studies teaching. Invited opening plenary session for combined meeting of two weeklong summer institutes funded by the Teaching American History grant program, for the Capital Region Educational Consortium, July 6, 2009, Hartford, CT.
- Levine, T.H. (2006). Teachers joint work and its influence on classroom practice. A presentation for professional developers. Research for Better Teaching, June 9, 2006, Acton, MA.

SERVICE BEYOND UNIVERSITY OF CONNECTICUT

Associate Editor, Teaching and Teacher Education 2018-present

- Responsible for approximately 240 manuscripts/year, including identification of reviewers, communications with authors and reviewers, making publication decisions, and supporting final revisions leading to publication.
- Co-planning activities for professional development of editors

Co-chair, 2008 Annual Conference, Northeastern Educational Research Association 2007-2008

- Chose as conference theme “Strengthening Educational Research”
- Consistent with theme, created special colloquia and workshops, piloted a new program of mentoring graduate students, and recruited Marilyn Cochran-Smith to offer a keynote address on the conference theme
- Engaged in recruitment that attracted over 310 participants to the conference, a record high

Creator and facilitator, NERA Mentoring program, Northeastern Educational Research Association 2007-present

- Matched nine graduate students with four senior scholars who read student work in advance and then had one-on-one mentoring conversations, 2009 Conference
- Preparing to expand and assess the current program, 2010 Conference
- Working with steering committee to make the program part of the ongoing work of NERA

Co-creator and co-editor, NERA Conference proceedings 2008-present

Paper session discussant, chair, reviewer American Educational Research Association 2004-present

Paper session discussant, chair, reviewer Northeast Educational Research Association 2005-present

Paper session chair, reviewer College and University Faculty Assembly, National Council of the Social Studies 2009-present

Reviewer 2005-present

- Journal of Teacher Education
- Teaching & Teacher Education
- The Teacher Educator
- Equity & Excellence in Education
- Journal of Advanced Academics

Workshops and presentations for teachers 1988-2000

2000 *Teaching Human Rights and Teaching U.S., Chinese, and Tibetan Perspectives on Human Rights.* Workshops for the Maine Council for the Social Studies annual conference. Augusta, Maine.

1999 *Teaching African-American History through Primary Sources.* (co-presented with Brande Martin) Workshop for a Leslie College Seminar. Watertown, MA.

1999 *China in the 21st Century.* (Lead Instructor) A four-day workshop for secondary school teachers. Springfield, MA.

1999 *Pre-College Education in the U.S.A.* Presentation in Chinese and English for a meeting of educational leaders from Jiangsu Province, China. Watertown, MA.

1999 *Buddhism in World History.* Lecture for the Northeastern World History Conference. Boston, MA.

1999 *Love, Food, and Money: The Lives & Dreams of Educated Chinese Twenty-Somethings.* Slide presentation for the Northeast Regional Conference on the Social Studies. Boston, MA.

1999 *The Cultural Geography of China.* A professional development workshop. South Windsor, CT.

1998 *Teaching U.S., Chinese, and Tibetan Perspectives on Human Rights.* Workshop for the Vermont Council for the Social Studies annual conference. Montpelier, VT.

1997 *American Pedagogy and The Ideal of Diversity in American Education.* Presentations for Chinese educators preparing to teach for one year in the U.S.A. Beijing, China.

1995 *Creating Administrative Support for Lesbian and Gay Teens.* Presentation at the Annual Gay, Lesbian, and Straight Teachers Network Conference. Milton, MA.

1994 *Teaching Writing with Heterogeneously Grouped Students.* (co-presenter) Seminar sponsored by New England School Development Council. Northboro, MA.

- 1993-95 Four presentations to 250 teachers and administrators about “Difference and Diversity,” a two-period English and Social Studies course mainstreaming special education students with college and honors track students. (co-presenter) Sudbury, MA; Andover, MA; Stow, MA; Providence, RI.
- 1988 *Students as Historiographers*. College Board Conference for Advanced A.P. U.S. History Teachers. Littleton, MA.

SERVICE WITHIN UNIVERSITY OF CONNECTICUT

Neag School of Education Curricula & Courses committee (2006-2008, 2014-present)

- Chair, 2015-2017
- Vice-Chair, 2018 Spring

Neag School of Education Faculty Council, alternate member (2018-present)

Neag School of Education IB/M elementary admissions and EDCI admissions (2005-present)

Neag School of Education Teacher Education Faculty meetings & duties (2005-present)

- Attend monthly meetings
- Each year, represent own program at one weekend open-house for prospective applicants or newly admitted students
- Make presentations and facilitate or participate in small groups at and beyond meetings on ad hoc basis

Neag School of Education Faculty Governance Task Force, chair (2016-2017)

- Worked with Dean and task force members to collect models, created opportunities for faculty input and education, and draft a Faculty Governance Document
- Faculty approved the School’s first Faculty Governance document

Neag Group Admissions Protocol task force [2016-2017]

- Coordinated group that developed and implemented a group admissions protocol now in use by the elementary education program
- Reviewed literature to identify domains and sub-domains; piloted and revised protocol while building on work done by others

Co-Chair (with Allison Lombardi), Core Practices Committee (2013-14)

- Synthesized diverse committee members’ perspectives into a list of high leverage practices that would guide program redesign

Neag Elementary Education program committee [informal, ad hoc]. (2013-present)

- Led work with colleagues that produced a new system of intensive clinical rotations for elementary education seniors during senior year fall clinic placements
- Led work to develop new video assignment and new “mentored practice” requirement for the new clinical rotations
- Led process of producing syllabus for new elementary education seminar course, EDCI 4200, supporting these new rotations, including observation and coaching of two graduate student instructors
- Called meetings to facilitate communication and coordination addressing emergent needs

- In 2018, Tutita Casa took on formal leadership of the group; supported her in developing governance document and preparing to apply to be a departmental standing committee

PI and Co-Director, Project PREPARE-ELLs,

2008-2014

- Recruited sixteen teacher educators at the University of Connecticut to participate into a faculty learning community engaging in three years of professional development, instructional and curricular modification, and research regarding teacher preparation for linguistic diversity.
- Secured \$99,000 of funding from internal sources beyond competitive grant noted above to pay for seminar leaders, research assistants, and faculty stipends
- Recruited national experts on Sheltered Instruction (Deborah Short) and Bilingual Education/Teacher Education for Linguistic Diversity (Maria Elena Brisk) to lead a 40-hour training session, summer 2010
- Made plans for two years of monthly meetings to examine changes in teacher educators' practice and preservice teacher data to inform

Creator and facilitator "5092 Instructors Group",

2007-2011

- Created and facilitated ongoing meetings of instructors teaching the "teacher research" MA seminar
- Created and administered a yearly "inquiry project celebration" allowing graduating MA students to present results of their teacher research to parents, internship supervisors, and the incoming class of preservice teachers who will soon be engaging in teacher research
- Proposed and helped implement a new yearlong series of research colloquia which became the EPSY 5195 research workshops used to this day to build preservice teachers' methodological skills as teacher researchers

Participant, teacher education faculty group 2005-present

- Proposed and gained approval for a revision to the MA-year requirements
- Proposed and gained approval for the new teacher research colloquia
- While working on teacher education admissions process, proposed the essay prompt and the criteria currently used to assess candidates' prior experience related to teaching

Committee membership and other roles, University of Connecticut 2005-present

- Academic Misconduct Hearing Board Member (2012-present)
- World Languages Faculty Search Committee, member (2014-15)
- University Teachers for a New Era New Teacher Induction Committee (2006-2009)
- Neag School of Education Dean's Mentoring Committee (2009-2010)
- Elementary Area Admissions Committee, 2005-present
 - Chair, 2006-2007
- Neag School of Education IB/M Undergraduate Admissions Committee (2005-present)
 - Reviewed 20 to 30 admissions applications and essays (2005-2008);
 - Conduct interviews with applicants; reach decisions; advise incoming students.
- Department of Curriculum and Instruction Curriculum Studies Graduate Admissions Committee (2006-2007)

- Department of Curriculum and Instruction Curricula and Course Committee (2006-2008, 2010, 2015-present)
- Department of Curriculum and Instruction Scholarship Committee (2006-2008)
- Department of Curriculum and Instruction Merit Committee (2005-2007)
- Teacher Certification Program for College Graduates, admissions committee, 2006

Advising

- Each year, advise approximately 20 undergraduates and 5 MA students in the teacher education program plus 1-2 experienced teachers earning MA degrees.
 - Review graduating students portfolio
 - Organize group advising sessions in preparation for student teaching
 - Write letters of reference
 - Meet with individuals and reach out to professors or clinic teachers as needed.
- Each year, serve on Ph.D. committees for 1-3 Ph.D. students

MEMBERSHIP, SCHOLARLY SOCIETIES

American Educational Research Association

American Educational Research Association, Division K Teacher Education

American Educational Research Association, Teaching History SIG

American Educational Research Association, Cultural Historical Research SIG

College and University Faculty Assembly, National Council for the Social Studies