

## Rhonda Bondie, Ph.D.

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<http://alled.org>

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### EDUCATION

- 2001           **Ph.D.**, George Mason University, Educational Leadership & Special Education  
Dissertation: Bilingual communication methods, text versus video, to increase parent involvement and science fair project student achievement
- 1991           **M.A.**, New York University, Educational Theatre
- 1989           **B.A.**, New York University, Interdisciplinary and Individualized Studies, Honors: *cum laude*
- 2018           **Certificate**, Hunter College, Teaching English as a Second Language (TESOL - Adult)
- 1991           **Certificate**, George Mason University, Instructional Technology

### ACADEMIC POSITIONS

#### *Harvard Graduate School of Education*

- 2019-Present   Lecturer on Education
- 2017-2019     Annual Lecturer
- 2016-2017     Adjunct Lecturer

#### *Fordham University*

- 2014-2017     Assistant, Contemporary Learning and Interdisciplinary Research
- 2012-2017     Assistant, Program Director, Teaching Exceptional Adolescents
- 2011-2012     Associate Clinical, Special Education Childhood
- 2010-2011     Adjunct, Special Education Childhood

#### *George Washington University*

- 2007-2009     Adjunct, Special Education & Adolescents

#### *George Mason University*

- 1998-2002     Adjunct, Educational Technology

### PUBLIC SCHOOL TEACHING AND ADMINISTRATION

#### *Arlington Public Schools, VA*

- 2003-2009     Exemplary Projects & Grant Director, Curriculum & Instruction
- 2004           Summer Assistant Principal
- 1997-2002     Teacher / Special-General Education 6-8 Middle School
- 1992-1997     Teacher / Special-General Education K-5 Elementary

*New York City Public Schools, NY*

1991-1992 Teacher, Special Education–Behavior, D.11

1987-1991 Artist in Residence, Special Education–D.75, Creative Arts Team

## **PUBLICATIONS**

### **Book**

2018 Bondie, R., & Zusho, A. *Differentiated instruction made practical: Engaging the extremes through classroom routines*. Routledge.

### **Peer Reviewed Journal Articles and Academic Publications (\*student)**

(accepted) Bondie, R., Sadowski, K., Dede, C. The potential of differentiated and personalized teacher learning through Mixed Reality Simulations. *Technology, Mind, and Brain*.

(accepted) Kumar, R., Zusho, A., Bondie, R. Using educational psychology to transform culturally responsive teaching policies into culturally responsible practice. *Educational Psychologist*.

2021 Bondie, R., \*Mancenido, Z. Dede, C. Interaction principles for digital puppeteering to promote teacher learning. *Journal of Research on Technology in Education*, 53(1), 107-123. <https://doi-org.ezp-prod1.hul.harvard.edu/10.1080/15391523.2020.1823284>

2019 Bondie, R., \*Dahnke, C. & Zusho, A. Does changing “one-size fits all” to differentiated instruction impact teaching and learning? *Review of Research in Education*. 43(1), 336-362. <https://doi-org.ezp-prod1.hul.harvard.edu/10.3102/0091732X18821130>

2019 \*Freedberg, S., Bondie, R., Allison, C., & Zusho, A. Challenging Students with High Abilities in Math and Science Classrooms. *High Ability Studies*, 30(1-2), 237-254. <https://doi-org.ezp-prod1.hul.harvard.edu/10.1080/13598139.2019.1568185>

2018 Kumar, R., Zusho, A., & Bondie, R. Weaving cultural relevance and achievement motivation into inclusive classroom cultures. *Educational Psychologist*, 53(2), 78-96. <https://doi-org.ezp-prod1.hul.harvard.edu/10.1080/00461520.2018.1432361>

2017 Bondie, R. & Zusho, A. Racing against yourself: High-stakes for adolescent English Language Learners with disabilities. *Teacher College Record*. 119(9).

2017 Bondie, R. \*Uzun, M. Does teacher preparation influence candidate’s confidence to teach students with disabilities? *Scholar-Practitioner Quarterly*. 11(1-4), 212-227.

2015 A Digital teaching platform to further and assess use of evidence-based practices. *Rural Special Education*, 34(1), 23-29. <https://doi->

- 2015 \*Straus, H. A. & Bondie, R. S. What factors contribute to paraeducator self-efficacy? [\*Journal of the American Academy of Special Education Professionals\*](#).
- 2012 Milman, N. B., & Bondie, R. [An examination of teachers' ratings of lesson plans using digital primary sources](#). *Contemporary Issues in Technology and Teacher Education*, 12(4).

### Chapters in Edited Volumes

- 2021 (accepted). Zusho, A. & Bondie, R. How teachers provide help that furthers learning. In *Advances in Motivation*.
- 2021 Bondie, R. & Dede, C. Redefining and transforming field experiences in teacher preparation through personalized mixed reality simulations. In R.E. Ferdig & K. E. Pytash (Eds.), *What teacher educators should have learned from 2020*. (pp. 229-242) Association for the Advancement of Computing in Education (AACE). <http://www.learntechlib.org/p/219088/>
- 2021 Bondie, R. & Zusho, A. Motivation principles: Autonomy, belonging, competence, and meaning (ABC+M). In D. Meyer & A. Emery (Eds.), *Teaching motivation for student engagement. Theory to practice: Educational psychology for teachers and teaching, Vol. 2: Teaching motivation for student engagement*. Information Age Publishing.
- 2016 Bondie, R., & Zusho, A. Engaging the extremes in the 21<sup>st</sup> Century: Supporting the motivation and learning of all learners. In J. DeCuir-Gunby & P. Schutz (Eds.), *Research race and ethnicity: In the study of teaching, learning, and motivation in educational contexts*. Routledge.
- 2016 Bondie, R. 21<sup>st</sup> century formative performance assessments in teacher preparation. In I. Joubert (Ed.), *Assessment practices in higher education in the foundation phase*. Pearson Education.
- 2015 Bondie, R. Instant mentoring: The promises and perils of e-mentoring as new technologies. In C. R. McCray & B. S. Cooper (Eds.), *Mentoring with meaning: How educators can be more professional and effective*. (pp. 129-148). Rowman & Littlefield.
- 2008 As Clevenson, R. Primary source learning: Thinking through the puzzles life created. In J. F. Smutny & S. E. von Fremd (Eds.), *Igniting creativity in gifted learners, K-6: Strategies for every teacher* (pp. 130-142). Corwin Press: A Sage Company.

## Professional Publications for Educators

- 2021 Bondie, R. & Zusho, A. The Secrets to Motivation: Autonomy, Belonging, Competence, and Meaning (ABC+M). (Accepted) *ASCD Express*.
- 2020 Bondie, R. & Zusho, A. (2020, May 28). Responses to 'Why do I have to learn this?' L. Ferlazzo (Ed.), *Education Week*. [http://blogs.edweek.org/teachers/classroom\\_ga\\_with\\_larry\\_ferlazzo/2020/05/responses\\_to\\_why\\_do\\_i\\_have\\_to\\_learn\\_this.html](http://blogs.edweek.org/teachers/classroom_ga_with_larry_ferlazzo/2020/05/responses_to_why_do_i_have_to_learn_this.html)
- 2020 Practical Tips for Teaching Online Small Group Discussions. (2020, April 23) *ASCD Express* <http://www.ascd.org/ascd-express/vol15/num16/practical-tips-for-teaching-online-small-group-discussions.aspx>
- 2020 Direction correction: Getting the directions you want. *ASCD Express, April 23, 2020*. (2020, April 23) *ASCD Express* <http://www.ascd.org/ascd-express/vol15/num16/direction-correction-getting-the-discussions-you-want.aspx>
- 2019 Demystifying differentiated instruction. *Science and Children*, 57(2), 14-19. <https://www.jstor.org/stable/26901510>
- 2014 Bondie, R., Gaughran, L., & Zusho, A. Fostering English Learners' confidence. *Educational Leadership*, 72(3), 42-46.
- 2013 Collaborative Conversations to Improve Teaching and Learning. Charlottesville, VA: Core Knowledge Foundation.
- 2013 Primary Source Learning Routines: Discourse and Thinking for All Learners. Charlottesville, VA: Core Knowledge Foundation.
- 2012 Knowing ourselves enables us to teach others. <https://schoolleadership20.com/profiles/blogs/known-ourselves-enables-us-to-teach-others-by-rhonda-bondie>
- 2012 Crop it. *National History Education Clearinghouse*. Retrieved from <https://teachinghistory.org/teaching-materials/teaching-guides/25697>
- 2009-2012 Well Developed Classroom monthly blog. New York City Public Schools.
- 2009 Carlson, P. & Clevenson, R. Engaging all learners with primary sources. *Library of Congress Teaching with Primary Sources*. Library of Congress
- 2006 As Clevenson, R. Primary source learning handbook, 2<sup>nd</sup> edition. Primary Source Learning.

- 2005-2006 As Clevenson, R. Best practices bulletins: Information literacy, teaching for understanding, differentiated instruction (Elementary & Secondary). Library of Congress.
- 1999 As Clevenson, R. Picture perfect communication. *Educational Leadership*. Association for Supervision and Curriculum Development (ASCD). 56, 5, pp. 66-68.
- 1994 As Clevenson, R. & L. Sullivan. Teaming to learn while learning to team. *Educating All Children*. Arlington Public Schools.

## GRANTS

- 2021-2022 Training/Research Grant (PI); *Teaching Language and Literacy as an Act of Resistance*, Teaching with Primary Sources, Library of Congress (\$88,000)
- 2019-2020 Research Grant (Co-PI) *Assessing Impact of Teaching Decision Making* Culture Lab Innovation Fund (CLIF) (\$15,000)
- 2019-2020 Training Grant (PI), *Differentiation Instructional Coaching for Teachers and Administrators Grades 4 through 12*, Burke County Public Schools (\$20,000)
- 2018-2019 Course Development Grant (PI), *Personalizing Teacher Preparation* T210Z1 Dimensions of Diversity, Faculty Experimentation Fund (\$10,582)
- 2018-2019 Research Grant (Co-PI), *Teaching Decision-Making through Experiential Learning and Personalized Practice Across Disciplines* Harvard Initiative for Learning and Teaching (HILT- Spark). (\$16,060)
- 2017-2018 Training Grant (Project Coordinator), *Teaching Curriculum*, Library of Congress Teaching with Primary Sources (\$20,000)
- 2017-2018 Training Grant (Co-Project Director), *Durable Learning Routines*, Library of Congress Teaching with Primary Sources (\$20,000)
- 2013-2017 Research Grant, *All Learners Learning Every Day (ALL-ED): Personalizing Learning for Academic Success* (Co-Principal Investigator), Institute of Education Sciences (\$1,500,000, unfunded)
- 2011-2016 Program Improvement Grant, *Project REACH: Rigor, Equity, Access, Collaboration in Higher Education* (Co-Principal Investigator), Office of Special Education (OSEP) – US Department of Education (\$1,500,000).

2012-2013 Internal First Year Faculty Research Award, *All Learners Learning Every Day (ALL-ED): Personalizing learning through formative assessment*, Fordham University (\$6,000)

2005-2009 K-12 Professional Development Grant, *Northern Virginia Teaching with Primary Sources* (Project Director), Library of Congress – US Congress (\$8,000,000)

### **Book Reviews**

2015 Review of *A Learner Centered Approach to Online Education* titled “Online Education is Here.” *Teachers College Record*

### **International Conference Proceedings**

2010 As Bondie Clevenson, R. Entry Points to Ignite Curiosity: a practical approach to instructional strategies that capture the spirit of Multiple Intelligence Theory. *Multiple Intelligences World Symposium*, Beijing, China.

### **App, Online Learning Management Systems & Website Development**

2014 [The New Immigrants: NYC 1880–1924](#)

2013-current All Learners Learning Every Day, <https://www.alled.org>

2011-2016 Project REACH online, <http://ww7.projectreachonline.org>

2003-2009 Teaching with Primary Sources Northern Virginia, <http://tpsna.org>

### **Webinars**

2021 [Access, Relevance, and Stretch: Providing Optimal Challenge](#). Sponsored by [Newsela](#).

2020 Teachers as Critical Thinkers. Sponsored by *American Association of Colleges for Teacher Education with Mursion*.

2020 [Teach to Reach Every Reader](#). Sponsored by [Newsela](#).

2019 Demystifying Differentiated Instruction. Sponsored by [Newsela](#).

2016 Innovations in Education. <https://slate.uniteforsight.org/register/innovationsineducation>. Sponsored by *Unite for Sight*.

2015-2016 All Learners Learning Every Day Series. <https://www.njcie.org/webinarsgallery/2018/7/15/lgmoogza66igvgn01lervekscm7zvm>. Sponsored by the *New Jersey Coalition for Inclusive Education*

## HONORS

- 2007 Outstanding Women Educator Award, Beta Gamma Chapter, Alpha Delta Kappa
- 1999 Teacher of the Year, Gunston Middle School, Arlington, VA
- 1989 Founders' Day Award, New York University

## PRESENTATIONS

### International Keynote Addresses

- 2021 [What Makes an Excellent Online Teacher?](#) *Cambridge International*. Online.
- 2021 Agile Thinking: How Teachers Decide to Ensure Learners Thrive. *Resilient Education Emkan Conference*, Saudi Arabia.
- 2020 Secrets to Motivation. Avenues. *New School of Thought Institute*. São Paulo, Brazil.
- 2019 Agile Thinking: How Teachers Decide to teach Every Learner. *IV Seminario Inclusión y Diferenciación*, Santiago, Chile.
- 2018 Building a Culture of Equity, Engagement, Rigor, and Access for All. *Latin American Heads Conference*, Bogota, Columbia.
- 2018 Differentiated Instruction Made Practical. *Project Zero Sydney Network*, Sydney, Australia.
- 2017 All Learners Learning Every Day Framework for Differentiated Instruction. *International School of Lausanne*, Switzerland.
- 2017 Managing and Assessing Group Learning and Understanding Rigor to Meet the Needs of All Learners. *Esefra International Seminar*, São Paulo, Brazil.
- 2017 All Learners Learning Every Day & Differentiated Instruction. *Seduc*, Santiago, Chile.
- 2016 All Learners Learning Every Day Framework for Differentiated Instruction. *Association of Curriculum Development and Supervision (ASCD)*, Singapore.
- 2015 Language and Literacy through Rigorous Discussions, and Genesee, F. & Bondie, R. How can we Best Help our Striving Readers in Immersion? *Brazilian Immersion Conference*, São Paulo, Brazil.
- 2014 ALL-ED: All Learners Learning Every Day. *Saint Paul's Second*

*Annual Education Conference, São Paulo, Brazil.*

- 2013 Using Multiple Intelligences to Deepen Student Thinking. *Ivy Schools Distinguished Speaker Series*, Beijing, China.
- 2012 As Bondie Clevenson, R. Entry Points to Engage Adolescent Learners: Planning curriculum supported by MI theory. *Multiple Intelligences World Symposium*, Tianjin, China.
- 2010 As Bondie Clevenson, R. Entry Points to Engage and Challenge All Learners. *Multiple Intelligences World Symposium*, Beijing, China.

### **International Conference Presentations**

- 2019 Differentiated Instruction Made Practical, *Teacher Skills Forum*, Dead Sea, Jordan.
- 2018 Effective Questions. 4<sup>th</sup> Education Conference, *St. Paul's School*, São Paulo, Brazil.
- 2016 Managing Group Learning. 3<sup>rd</sup> Education Conference, *St. Paul's School*, São Paulo, Brazil.
- 2015 Assessing Individual and Collaborative Thinking during Group Learning. and Baldisseri, A., & Bondie, R. Student Driven Differentiation. *Project Zero's Zeroing in on Learning*, Amsterdam, Netherlands.
- 2014 Owing Our Learning: Self-Regulation and Differentiated Instruction. 2<sup>nd</sup> Education Conference *St. Paul's School*, São Paulo, Brazil.

### **National Keynote Addresses**

- 2019 Agile Thinking: Deciding to Teach Every Student. Simulations in Teacher Education conference (NSF Grant #1813476), Louisville, KY.
- 2018 Providing Help that Promotes Independence. New Jersey Coalition for Inclusive Education, Montclair, NJ.
- 2013 All Learners Learning Common Standards with Primary Sources. *Core Knowledge Foundation*, Phoenix, AZ.
- 2009 As Clevenson, R. Irresistible Invitations to Critical Thinking and Understanding. *John F. Kennedy Library*, Boston, MA.

### **National Conference Presentations**

- 2019 Bondie, R. & Dede, C. Personalized Teacher Learning for Making Decisions in Differentiated Instruction. *International Society for Technology in Education*, Philadelphia, PA.



- 2018 Bondie, R. & \*Dhanke, C. Student Discussions: Increasing Engagement, Access, and Rigor. *WIDA Annual Conference*, Detroit, MI.
- 2018 Kumar, R., Zusho, A., Bondie, R. Weaving cultural relevance and achievement motivation into inclusive classroom cultures. In *New Directions in Culture, Motivation, and Learning. American Association of Educational Research Annual Meeting (AERA)*, New York, NY.
- 2018 Bondie, R. & Imm, K. Designing for the Edges: Bringing Equity to All Through Practical Routines. *NCSM (National Council for Supervisors of Mathematics) Annual Conference*, Washington, DC.
- 2017 Zusho, A., Bondie, R., & Baldisseri, A. Closing Achievement Gaps among Brazilian Kindergarteners with Interest-Driven Self-Regulated Learning Journals. *American Association of Educational Research Annual Meeting (AERA)*, San Antonio, TX.
- 2017-2018 Classroom Practices that Lead to Equity and Achievement for International Students. *Global Health and Innovation Conference*, Yale University, CT.
- 2017 Co-Teaching Playbook for Math and Science Teacher Teams. *Council for Exceptional Children (CEC) Annual Meeting*. Boston, MA.
- 2006-2017 All Learners Learning Every Day. or related mini-course. *Project Zero Classroom*, Cambridge, MA.
- 2016 Bondie, R., & Zusho, A. Do It Yourself Science: An Urban High School Teacher Develops Student Self-Regulation. In Zusho, A. and Bondie, R. (chairs) presentation, Promoting College and Career Readiness through Self-Regulated Learning in the Classroom. *American Association of Educational Research Annual Meeting (AERA)*, Washington, DC.
- 2015 Bondie, R. & Zusho, A. Out of the book and into the Classroom: Applying motivational theory to increase engagement of adolescent English Language Learners in symposia Goal Orientation in Context: Individual, Contextual, and Cultural Dimensions of Achievement Goal Theory. *American Educational Research Association (AERA)*, Philadelphia, PA.
- 2015 Bondie, R. & Cho, S. 21<sup>st</sup> Century Learner-Centered Assessments in Dual Certification Teacher Preparation. *Council for Exceptional Children Annual Meeting (CEC)*. San Diego, CA.

- 2015 Bondie, R. & Cramer, L. Co-Teaching Playbook: A Visible Plan for Teachers with Limited Planning Time. *Council for Exceptional Children Annual Meeting (CEC)*. San Diego, CA.
- 2015 Bondie, R., Zusho, A., & George, M. Preparing Teachers to Engage All Learners. *American Association of Colleges for Teacher Education (AACTE) Annual Meeting*, Atlanta, GA.
- 2015 Bondie, R. & George, M. 21st Century Assessment in Teacher Preparation. *American Association of Colleges for Teacher Education (AACTE) Annual Meeting*, Atlanta, GA.
- 2014 Co-Teaching Playbook. *Teacher Education Division, Council for Exceptional Children (CEC)*, Fort Lauderdale, FL.
- 2014 Bondie, R. & Uzun, M. 21st Century Assessment in Teacher Preparation. *Teacher Education Division, Council for Exceptional Children (CEC)*, Fort Lauderdale, FL.
- 2014 All Learners Learning with Primary Sources. *Core Knowledge Regional Conference*, Niagara Falls, NY.
- 2014 Bondie, R. Uzun, M. & Cho, S. How does teacher preparation in alternative certification programs make a difference? *American Educational Research Association (AERA)*, Philadelphia, PA.
- 2013 All learners learning every day. CEE Colloquium: with literacy and justice for all: Fostering literacy development in the ELA Classroom (TE), *National Council of Teachers of English (NCTE)*, Boston, MA.
- 2013 How do student assignments reflect teacher beliefs about academic diversity? *Teacher Education Division, Council for Exceptional Children (CEC)*, Fort Lauderdale, FL.
- 2013 Bondie, R. & Uzun, M. How does teacher preparation in alternative certification programs make a difference? *Teacher Education Division, Council for Exceptional Children (CEC)*, Fort Lauderdale, FL.
- 2013 Bondie, R., Zusho, A., & George M. Making Differentiated Instruction Sustainable through Online Self-regulated Learning and Structured Choice. *American Educational Research Association (AERA)*, San Francisco, CA.
- 2012 Everyday Differentiated Instruction. Educating for Today and Tomorrow: *Connecting Project Zero Research*, New York, NY.
- 2011 Structured Student Choice. *Educating for Today and Tomorrow: Connecting Project Zero Research*, New York, NY.

- 2005-2011 As Clevenson, R. Selected presentations include:  
 Differentiating Instruction with Primary Sources  
 Reading for Understanding with Primary Sources  
 Using Technology & Primary Sources to Differentiate Instruction  
 Using Math Skills to Understand Documents from Real Life
- Annual presenter for both the *Best Practices Institute* and *The Summer Institute on Academic Diversity*, Curry School of Education, University of Virginia.
- 2010 As Bondie Clevenson, R. Building Understanding in a Digital Age. *Educating for Today and Tomorrow: Connecting Project Zero Research with Global Issues*, Washington D.C.
- 2010 As Bondie Clevenson, R. Entry Points to Art: A Quest for Global Understanding. *Educating for Today and Tomorrow: Connecting Project Zero Research with Global Issues*, Washington D.C.
- 2009 Milman, N. & Clevenson, R. Using Primary Sources in Math and Science – An Examination of How Engaging, Challenging, and Effective Teachers Rate Lesson Plans. *Society for Information Technology and Teacher Education (SITE)*, Charleston, SC.
- 2009 As Clevenson, R. & Milman, N. Doing Digital History with Students: Is it Engaging, Challenging, and Effective? *National Education Computing Conference (NECC)*, Washington, D.C.
- 2006 Carlson, P. & Clevenson, R. (2006). Reading Her Story: Reading 'Her Story' through Library of Congress Primary Sources. *National Council for the Social Studies (NCSS)*, Washington, D.C.
- 1999 As Clevenson, R. Camcorders in the Classroom. Classroom Leadership Conference, *Association of Curriculum and Supervision (ASCD)*, Orlando, FL.
- 1999 As Clevenson, R. Drama in the Classroom. Classroom Leadership Conference, *Association of Curriculum and Supervision (ASCD)*, Orlando, FL.

### **State Conference Presentations**

- 2019 Bondie, R, Harrington, S, & Madsen-Bond, A. *Personalizing Teacher Preparation*. Massachusetts Association for Teachers of Speakers of Other Languages 2019 Conference. Framingham, MA.
- 2019 Bondie, R. *Co-Teaching Playbook*. Massachusetts Association for Teachers of Speakers of Other Languages 2019 Conference. Framingham, MA.

- 2013 George, M., Bolgatz, J., and Bondie, R. Journeying Towards Clinically-Rich Teacher Preparation: Possibilities and Challenges of Field-Based Graduate Education Coursework. *New York State Association of Teacher Educators (NYSATE) and New York Association of Colleges for Teacher Education (NYACTE)*, Saratoga Springs, NY.
- 2011 Thinking Routines to Use Language Skills and Foster Deep Understanding. *34<sup>th</sup> Conference New York State Association for Bilingual Education (NYSABE)*, Brooklyn, NY.
- 2007 Carlson, P. & Clevenson, R. Virginia Resources, Regions, and Revolutions. *Virginia State Social Studies Educators Conference*, Richmond, VA.
- 2007 As Clevenson, R. Making Connections with Curriculum Content. *Virginia Educational Media Association*, Williamsburg, VA.
- 2006 As Clevenson, R. (2006). Think Your Way Through Primary Source Puzzles. *Virginia State Council for the Social Studies*, Richmond, VA.

#### **Local Conference Presentations**

- 2017 All Learners Learning Every Day. *New Jersey Coalition for Inclusive Education*, Montclair, NJ.
- 2016 Structuring Student Choice. *New Jersey Coalition for Inclusive Education*, Montclair, NJ.
- 2015 Bondie, R. & Zusho, A. Student Driven Monitoring and Evaluation of Learning. *Teaching Innovation*, Blue School, NY.
- 2015 Assessing Individual and Collaborative Thinking During Group Learning. *Teaching Innovation*, Blue School, NY.
- 2015 The Co-Teaching Playbook. *New Jersey Coalition for Inclusive Education*, Montclair, NJ.
- 2015 Group Learning in Inclusive Classrooms. *New Jersey Coalition for Inclusive Education*, Montclair, NJ.
- 2012 Instructional Shifts and the Common Core Learning Standards. *Fordham University*, New York.
- 2012 Everyday Differentiated Instruction. *Channel 13 Celebration of Teaching and Learning*, New York, NY.
- 2012 Irresistible Invitations to Thinking. *Greater Metropolitan New York Social Studies Conference*. New York, NY.

- 2009 As Bondie Clevenson, R. Everyday Differentiated Instruction. *Urban Assembly Network*, New York City Public Schools, NY.
- 2008 As Clevenson, R. Inviting Students to Read, Think, and Use What They Know. *Atlas Learning Communities*, Seattle, WA.
- 2002 As Clevenson, R. Making Picture Perfect Communication. *Gifted Services, Arlington Public Schools*, Arlington, VA.
- 1998 As Clevenson, R., J. Cook, & J. Jackson. Alternative Assessment in the Middle School: African American Student Achievement in an Interdisciplinary Immigration Unit. The African American Student in Today's Schools" at *George Mason University with Norfolk State University and University of Virginia*, Fairfax, VA.

## **DOCTORAL STUDENT ADVISING AND MENTORING**

### **Mentor (Chair), Dissertation Committee**

*Fordham Graduate School of Education*

- 2017** Romane, G. "A Survey of iPad Use, Access, and Support by Public School Speech-Language Pathologists."  
Demyan, J. "Middle School Teachers and Assessment Literacy."

- 2014** Strauss, H. "An examination of organizational and personal factors and professional self-efficacy."

### **Reader (Member), Dissertation Committee**

**2020**

*Fordham Graduate School of Education*

- Simons, B.M. In search of critical theatre pedagogy: Teaching artists' practice with students of color.

**2019**

*Fordham Graduate School of Education*

- Caceres, M. Teacher support for self-regulation and use of differentiated instruction practices: A mixed method analysis.  
Freedberg, S. (proposal accepted). Challenging students with high abilities in inclusive math and science classrooms.  
Mclaren Haslett, A. Self-regulated learning, self-efficacy, and instructional practices among teachers.

**2018**

*Teachers College, Columbia University*

- Dvorak, A.S. Becoming an International student: What do adolescent immigrants do with a high school designed for them?

*Fordham Graduate School of Education*

- Adcroft, S. Promoting self-regulated learning through the Pomodoro Technique in an after-school homework program.  
Brockausen, C. The development of teacher knowledge of teaching multimodal argument to students with learning disabilities.

Gathers, D. Preparing Culturally and Linguistically Diverse Learners with Learning Disabilities for Academic Success.  
Gogola, C. Writing in the Digital Age: Demands on Adolescents and Teacher Technological, Pedagogical, and Content Knowledge.  
Lebowitz, S. Teacher's Perception and Implementation of ALL-ED and Group Learning in the Classroom.  
Simons, M. (proposal accepted, 2018). Towards critical drama pedagogy: Three teaching artists' practice with student of color

## **2017**

Caceres Tuccillo, M. (proposal approved, 2017). "Teacher Support for Self-Regulation and Use of Differentiated Instructional Practices: A Mixed Methods Analysis."

## **2016**

Schimmel, N. (2016). The Effects of Oral and Silent Reading on Reading Comprehension.

## **2015**

Burns, K. (2015). "Influences on Family-School Communications for Students Receiving Response to Intervention Support."

Nemitz, A. (2015). A Survey of Transition Practices for High School Students.

## **COURSES TAUGHT**

### **Harvard Graduate School of Education**

\*\* Created and Taught - \*\*\* Personalized Learning  
\*\*Art of Inclusive Teaching (4 credit course)  
\*\*Teaching Exceptional Learners in Inclusive Classrooms (2 credit module)  
\*\*Teaching Diverse Learners (2 credit module)  
\*\*\*Dimensions of Diversity: English Language Learners (2 credit module)  
Action Research, part 3 (1 credit module)  
Action Research, part 4 (1 credit module)  
Instructional Leadership Seminar (1 credit module)

### **Fordham University**

\*\*Created, Taught, and Registered with New York State  
Becoming Leaders of Contemporary Learning (Ph.D.) \*\*  
Evidence-based Practices for Students with Disabilities\*\*  
Collaborative Co-Teaching\*\*  
Teaching English and History in Inclusive Classrooms (Online)\*\*  
Teaching Math and Science in Inclusive Classrooms\*\*  
Special Education Foundations: Past, Present, Future (Online)\*\*  
Adolescence Special Education Portfolio\*\*  
Assessment of All Learners\*\*  
Foundations of Interdisciplinary Research (Ph.D.)  
Research and Assessment while Teaching Adolescents  
Reflections on Inclusive Student Teaching  
Instructional Modifications for Adolescents in Inclusive Classrooms  
Differentiating Instruction for all Students

### **George Washington University**

Curriculum in Transition Special Education  
Legal Issues and Policy

Behavior Management  
Diversity

**George Mason University**  
Teaching through Video Production

## **SERVICE**

### **University Service**

#### *Harvard University*

Admissions Committee, Harvard Teacher Fellows, 2018  
Advisor, Learning & Teaching, 2018  
Advisor, Literacy & Language, 2018

#### *Fordham University*

Online Learning Group, 2013-2016  
Provost Committee on Blended Learning, 2015-2016  
Search Committee Library Media Specialist Quinn Library, 2015  
Chair of the Quality of Teaching Committee, 2013-2016

### **Service to the Profession**

#### *Editorial Activities – Peer Reviewer*

*Teachers College Record*, 2018  
*Contemporary Issues in Technology and Teacher Education*, 2018  
*Education Policy Analysis Archives*, 2014  
*Journal of Curriculum and Instruction*, 2011-2012

#### *National Professional Organizations*

##### Council for Exceptional Children (CEC)

- National Recognition Program Reviewer, 2012-2014

##### American Educational Research Association: Special Education SIG, Division K

- Peer Reviewer of Proposals for Annual Convention of AERA (10 papers 2012, 20 papers 2013 & 2014, 20 papers 2018)

##### National History Teacher of the Year

- 2012 Selection Committee, Gilder Lehrman

### **Academic Administrative and Student Services**

#### *Program Coordination and Advisement*

	Harvard University
2018-2019	Language and Literacy, Reading Specialists Learning and Teaching, Master's degree
	Fordham University
2012-2017	Teaching Exceptional Adolescents <ul style="list-style-type: none"><li>• Dual Certification Program, Grades 7-12 (MST)</li><li>• Students with Disabilities, Grades 7-12 (MST)</li><li>• Subject Area Extension, Grades 7-12 (MST)</li><li>• Advanced Certificate Students with Disabilities, Grades 7-12</li></ul>

*Course Development and Advisement*

Fordham University

2014-2017

Contemporary Learning and Interdisciplinary Research, Ph.D.  
Language Literacy and Learning, Ph.D.

*Service to New York City Public Schools and Community Organizations*

Professional Development – Facilitation Services Provided

- New York City Teaching American History Grants, 2009-2012
- New Visions, 2015-Present
- Health & PE Department, Manhattan Special Education Support, 2016-Present
- Urban Assembly Public Schools, 2008-Present
- Math for America