

Dianna Gahlsdorf Terrell, Ph.D.

Education Department
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EDUCATION

Boston College, Chestnut Hill, Massachusetts Ph.D. December 2009

Program of Study: *Curriculum and Instruction - Curriculum, Policy and School Reform*

Dissertation: *The Three-Legged Race: Exploring the Relationship between History and Social Studies Teaching and Standardized Tests*

Tufts University, Medford, Massachusetts Master of Arts in Teaching August 2001

Program of Study: *Middle and High School History Education*

Certification: Grade 7 – 12 History and Social Studies, Connecticut

Tufts University, Medford, Massachusetts Master of Arts May 2001

Program of Study: *History - Race in 20th Century American History*

Major research projects: “*Black Power, White Backlash: Assessing the response of White Americans to the Black Power movement*” and “*Two Souls in Spanish Harlem: The Fortification of Puerto Rican Racial Identity in New York City’s Spanish Harlem Community, 1927 – 1928*”

University of Vermont, Burlington, Vermont Bachelor of Arts May 1997

Major: *Environmental Studies*; Minor: *Sociology – Social Inequality*

School for International Training, Brattleboro, Vermont

Ireland & Northern Ireland; February through May 1996

Program of Study: *Peace and Conflict Issues*

ACADEMIC POSTIONS

Saint Anselm College, Manchester, New Hampshire

Assistant Professor, Coordinator of Clinical Experiences and Community Outreach; August 2012 – Present

- ED 340: Curriculum and Assessment
- ED 350: Getting Schooled – The politics and promise of American education (online)
- ED 351: Capstone NHTCAP
- ED 432: Supervision of Student Teaching
- ED 130: Sophomore Early Field Experience (SEFE) Clinical Coordinator
- Field Placement Coordinator

Colby-Sawyer College, New London, New Hampshire

Assistant Professor; August 2008 – May 2012

- Education 490: Student Teaching Internship
- Education 306: Methods of Teaching in Middle and Secondary Schools
- Education 305: Methods of Teaching
- Education 285: Education Internship
- Education 201: Foundations of Education
- Education 201: Foundation of Education (online)

Boston College, Chestnut Hill, Massachusetts

Adjunct Faculty; Summer 2007

- Social Contexts of Education

PROFESSIONAL EXPERIENCE & TEACHING

Director of the Teacher Education Program

Colby-Sawyer College, August 2010 –May 2012

- Consolidate, organize and analyze data relevant to the College's accreditation report
- Oversee the organization and administration of Colby-Sawyer College's TEP including the placement and supervision of pre-service teachers, the formation of current student and graduate database, and facilitation between the TEP and outside departments
- Supervise committee work associated with the Teacher Education Program (see "Service")

Research Team Member, Ford Foundation's "Teacher Development and Retention" Study

Boston College, September 2009 – May 2011

- Analysis and findings based on longitudinal cross-case study which followed 22 teachers from entry into a one-year teacher preparation program through three or four years of teaching.
- Developing conceptual frameworks that link teacher development, teacher practice and teacher career paths

Academic Consultant to the Teacher Education Program

Colby-Sawyer College, December 2009 – August 2010

- Advised Department Chair of Social Science & Education and Academic Dean on matters pertaining to the reaccreditation of the Teacher Education Program at the College
- Worked to shape a grounding theory and vision for the Teacher Preparation Program including defining the Program's relationship with auxiliary and related programs on campus

Research Team Member, Carnegie Foundation's "Teachers for a New Era" initiative

Boston College, September 2006 – 2009

- As a team, developed electronically-linked quantitative and qualitative longitudinal databases to track teacher development (including teaching practice) and career paths
- Utilize a consensual, qualitative approach to research efficacy of a teacher education program
- Interviewed & observed teacher candidates in their practicum & first through third year of teaching
- Designed research protocols and cleaned, coded, analyzed and reported qualitative data gathered

Advanced Doctoral Student

Boston College, February 2007 – December 2009

- Conducted comprehensive data collection and mixed-methods study to analyze the relationship between Massachusetts history and social studies teaching and the state standardized test in history
- Quantitative study involved systematic sampling, survey and data analysis (using SPSS) of over 650 Massachusetts History and Social Studies Teachers
- Content analysis required the examination of the Massachusetts Comprehensive Assessment System's 10th/11th grade US-History Test to ascertain the cognitive demand of sample test items

Greenwich High School, Greenwich, Connecticut

Social Studies Teacher; August 2001 - August 2004

- U.S. History, Honors Civics and Sociology
- Developed curriculum specifically tuned to multicultural themes in American History

Wakefield High School, Wakefield, Massachusetts

Student Teacher: 20th Century U.S. History; January 2001 through May 2001

Tufts University, Medford, Massachusetts

Teaching Assistant: African-American History; September 1999 through May 2000

PEER REVIEWED PUBLICATIONS

Barnatt, J., **Gahlsdorf Terrell, D.**, Jong, C., D'Souza, L., Gleeson, A., & Mitchell, K. Figured Worlds of Learning to Teach: Identity and Disequilibrium in Early Career Trajectories. *Education Policy*. Manuscript under review.

- Wasielewski, L., **Gahlsdorf Terrell, D.** (2014). "What's next? Beyond the basics of a partnership" *School-University Partnerships, The Journal of the National Association for Professional Development Schools*. May 2014 v(n).
- Cochran-Smith, M., McQuillan, P., Mitchell, K., **Terrell, D. G.**, et al. (2012). "A Longitudinal Study of Teaching Practice and Early Career Decisions: A Cautionary Tale." *American Educational Research Journal – Social and Institutional Analysis Special Issue*. In 2012, The *American Educational Research Journal (AERJ)* ranked third of Education Research journals with an impact factor of 3.104).
- Cochran-Smith, M., Barnett, J., Lahann, R., Shakman, K & **Terrell, D. G.** (2009). Teacher Education for Social Justice: Critiquing the Critiques. In Ayers, W. Quinn, T. and Stovall, D. *Handbook of Social Justice in Education*. RoutledgeFalmer, a division of the Taylor and Francis Group.
- Cochran-Smith, M., Shakman, K, Jong, C, **Terrell, D.**, Barnett, J and McQuillan, P. (2009). Good and Just Teaching: The case for social justice in teacher education. *American Journal of Education* 115(3), 347 - 377.
- Cochran-Smith, M., and Boston College TNE Evidence Team (2009). Reculturing teacher education: Evidence, inquiry and action. *Journal of Teacher Education*, 60(5), 458-468
- Cochran-Smith, M., Mitescu, E., Shakman, K. and the Boston College TNE Evidence Team (2009). Just measures: Social justice as a teacher education outcome. *Teacher Education and Practice* 60(5), 458 – 468.

PEER REVIEWED PRESENTATIONS

- Jong, C., D'Souza, L., **Terrell, D.G.**, Barnatt, J., Gleeson, A., & Mitchell, K. (2015). Figured Worlds of Learning to Teach: Identity and Disequilibrium in Early Career Trajectories. Paper presented at the annual meeting of the American Educational Research Organization (Chicago, IL).
- Terrell, D.G.**, Barnatt, J., D'Souza, L., Gleeson, A., & Mitchell, K. & Jong, C. (2015). Figured Worlds of Learning to Teach: Interpreting Early Career Trajectories. Paper presented as part of the State and Regional Educational Research Association's Distinguished Paper Session at the annual meeting of the American Educational Research Organization (Chicago, IL).
- Barnatt, J., **Terrell, D.G.**, D'Souza, L., Jong, C., Gleeson, A., & Mitchell, K. (2015). Figured worlds of learning to teach: Implementing early career trajectories. Rubovits Award Presentation for Best Paper at the annual meeting of the New England Educational Research Organization. (Portsmouth, NH)
- Wasielewski, L.M., & **Terrell, D.G.** (2015). Just the facts, sir! - Examining student achievement on a high stakes, state mandated standardized writing assessment. Accepted proposal, non-presenter at the Professional Development Schools annual national conference, (Atlanta, GA).
- Wasielewski, L.M. & **Terrell, D.G.** (2015). School-university partnerships: Conceptualizing a New Hampshire state-wide initiative. Accepted proposal, non-presenter at the Professional Development Schools annual national conference, (Atlanta, GA).
- Terrell, D.G. (2014). If the cart is before the horse, is it at least a structurally sound cart? Responding to edTPA and the Need for a Common Assessment of Educator Candidate Performance. Paper presented at the annual meeting of the New England Educational Research Association (Dover, VT).
- Terrell, D.G.**, Barnatt, J., D'Souza, L., Gleeson, A., & Mitchell, K. & Jong, C. (2014). Figured Worlds of Learning to Teach: Interpreting Early Career Trajectories." Roundtable presentation at the annual meeting of the New England Educational Research Association (Dover, VT) ***Robovitz Award for Best Paper**

Terrell, D.G. & Wasielewski, L.M. (2014) Making Connections: Working in a PDS partnership to establish and execute a research agenda. Paper presented at the annual meeting of the New England Educational Research Association (Dover, VT)

Terrell, D.G. (2012). The jury is still out: A review of the literature on standards and assessments in history and social studies. Paper presented at the annual meeting of the New England Educational Research Association. (Portsmouth, NH) 2012

Terrell, D.G. with many colleagues that I will list here (2011). Teaching Practice and Early Career Decisions: Findings from a Longitudinal Cross-Case Study. Paper presented at the annual meeting of the American Educational Research Association (New Orleans, LA).

Terrell, D.G. with many colleagues that I will list here (2011). Teaching Practice and Teacher Retention: Policy Implications of Mixed-Methods Research. Symposium presented at the annual meeting of the American Educational Research Association (New Orleans, LA).

Terrell, D.G.; Martell, C. & Zavagnin, A. (2010). When Politics and Social Studies Teachers Meet in the Classroom. Symposium presented at the annual meeting of the American Educational Research Association. (Denver, CO).

Terrell, D.G. with many colleagues that I will list here (2010). No one asked us: Exploring the relationship between History and Social Studies Teaching and Standardized Tests. Paper presented at the annual meeting of the American Educational Research Association. (Denver, CO).

Terrell, D.G. with many colleagues that I will list here (2010). Learning to Teach as Cultural Navigation: A Longitudinal, Cross-Case Study of Teacher Learning and Career Paths. Paper presented at the annual meeting of the American Educational Research Association (Denver, CO).

Terrell, D.G. with many colleagues that I will list here (2010). Understanding teacher development and retention: A multidimensional model of career trajectories. Paper presented at the annual meeting of the New England Educational Research Organization. (Portsmouth, NH)

Terrell, D.G. with many colleagues that I will list here (2009). Teacher Education for Social Justice: Critiquing the Critiques. Paper presentation (non-presenter) at the annual meeting of the American Educational Research Association. (San Diego, CA).

Terrell, D.G. (2008). *No Child Left Behind* and the New Education Federalism. Paper presented at the annual meeting of the New England Educational Research Organization. (Hyannis, MA).

Terrell, D.G. with many colleagues that I will list here (2007). This I believe: The impact of beliefs and actions. Paper presented at the annual meeting of the New England Educational Research Organization. (Portsmouth, NH).

Terrell, D.G. (2007) "On Social Hope: Richard Rorty and Paulo Freire inform the debate over history standards." Paper Presented at the annual meeting of the New England Research Organization (Portsmouth, NH).

Terrell, D.G. with many colleagues that I will list here. (2007) Beliefs and Actions in Context: Teacher Candidates and Social Justice. Paper presented at the annual meeting of the American Educational Research Association. (Chicago, IL).