

CURRICULUM VITAE  
MARK D. VAGLE

**1. ACADEMIC HISTORY**

**Name:** Mark D. Vagle  
**Graduate Faculty Status:** Appointed to the Graduate Faculty, August 2006  
**Highest Degree:** Ph.D., The University of Minnesota–Twin Cities, 2006

**Academic Positions:**

2011-Present Associate Professor, Department of Elementary and Social Studies Education;  
Affiliate Faculty, Qualitative Research Program, The University of Georgia

2006-2011 Assistant Professor, Department of Elementary and Social Studies Education;  
Affiliate Faculty, Qualitative Research Program, The University of Georgia

2002-2006 Research Associate; Research Assistant; Teaching Assistant; Middle School  
Coordinator; Department of Curriculum and Instruction, The University of  
Minnesota-Twin Cities

**Other Professional Employment:**

2000-2002 Assistant Principal, Community Middle School, Grades 6-8, West Windsor-  
Plainsboro Regional School District, Plainsboro, NJ

1994-2000 Teacher (grades 3 and 5; grades 6-8, mathematics, language arts and social  
studies; K-12 principal intern), Minnetonka Public Schools, Minnetonka, MN

**2. RESIDENT INSTRUCTION AND CONTINUING EDUCATION**

**a. Teaching**

**The University of Georgia (2006-present)**

- EDEL 9000 Phenomenological Philosophies and Pedagogy, Spring 2011 (N=9)
- QUAL 9800 Practicing Phenomenological Research, Fall 2009 (N=22),
- QUAL (ESSE)  
8587 Practicing Phenomenological Research, Fall 2011 (N=21)
- EDMS 9090 Socio-Cultural Issues in Early Adolescence, Fall 2007 (N=13)
- EDMS 9000 Relational Pedagogies, Summer 2008 (N=9)
- EDEC/EDEL  
EDMS/ESOC  
9000 Writing Seminar, Spring 2010 (N=11)
- EDEC/EDMS Evaluation of the Elementary/Middle  
7170/7100 School, Spring 2008 (N=10), Fall 2008 (N=13), Fall 2009 (N=25), Fall  
2010 (N=25)

- EDMS 7030 The Middle School, Spring 2007 (N=20), Maymester 2007 (N=8), Spring 2009 (N=8), Spring 2010 (N=10)
- EDMS 7050 Teaching Young Adolescents Fall 2007 (N=18)
- EDEC/EDMS 7050 Teaching in Elementary Schools/Teaching Young Adolescents Fall 2006(N=24)
- ESSE 7000 Reflexive Thinking through Class-Sensitive Formative Assessment Practices, Summer 2010 (N=16)
- EDMS 6000 Social Class-Sensitive Teaching Practices in K-8 Education Summer 2011 (N=18)
- EDMS/ESOC/Research Seminar EDEC 6990 Fall 2008 (N=28)
- EDMS 5020 Educating Young Adolescents Fall 2010 (N=20)
- EDMS 5460 Student Teaching in the Middle School Spring 2008 (N=5), Spring 2011 (N=5)

### **The University of Minnesota-Twin Cities (2003-2005 & 2011)**

CI 8913 Interpretive Research, Summer 2011 (Visiting Adjunct)  
 CI 5177 Practical Research Spring 2004, Fall 2004, Spring 2005; Summer 2004 [team-taught with Mr. Kyle Greenwalt]; Fall 2003 [team-taught with Dr. Pat Avery]

### **Saint Mary's University of Minnesota (2004)**

EDUC 617 Educational Research Winter 2004

#### **b. Academic Advising (2007-present)**

Middle School Education Ed.S. students, 2007-present (N=3)  
 Middle School Education M.Ed. students, 2007-present (N=11)

### **3. SCHOLARLY ACTIVITIES**

#### **a. Publications** (\* publication subject to stringent editorial review; \*\*invited publication)

##### **Books edited or coedited:**

\*Vagle, M. D. (Author and Editor) (under contract) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing

\*Lee, K. & Vagle, M. D. (Eds.) (2010) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. New York: Palgrave Macmillan. (274 pages)

##### **Chapters in books:**

- \*Vagle, M. D. (under contract) *Trying to poke holes in teflon: Developmentalism, young adolescence, and contingent and recursive growth and change*. In M. D. Vagle (Ed.) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing
- \*Vagle, M. D. (under contract) *Introduction: A call for contingent, recursive particularizing during an accountability movement*. In M. D. Vagle (Ed.) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing
- \*Vagle, M. D. (under contract) *Locating and opening up some obscured micro-contexts*. In M. D. Vagle (Ed.) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing
- \*Vagle, M. D. (under contract) *Making a reoriented conception of growth and change “actionable”*. In M. D. Vagle (Ed.) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing
- \*Vagle, M. D. (under contract) *Re-conceptualizing growth and change “outside” American contexts*. In M. D. Vagle (Ed.) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing
- \*Vagle, M. D. (under contract) *Closing: I kinda like being messy*. In M. D. Vagle (Ed.) *Not a stage! A critical re-conception of young adolescent education*. New York: Peter Lang Publishing
- \*Vagle, M. D. (accepted for publication) Finding the “contextualized” middle grades teacher in the research on teaching in middle schools. In P.G. Andrews (Ed.) *Research to Guide Practice in Middle Grades Education*.
- \*Vagle, M. D. (2010). Pursuing an answerable education for young adolescents: Implications for critical middle grades literacy teacher education. In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 115-130)
- \*Vagle, M.D. & Parks, A. (2010). A schismatic family and a gated community? In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 213-232)
- \*Lee, K., & Vagle, M.D. (2010). General Introduction: Developmentalism and the Need for Critical Conversations Within and Across the Fields. In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 1-10)
- \*Lee, K., & Vagle, M.D. (2010). Conversations across fields. In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. (pp. 209-212)

- \*Vagle, M.D. (2010). Responsive to what? In K. Lee & M. D. Vagle (Eds.) *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*.(pp. 109-114)
- \*Vagle, M. D. (2007). Middle school teacher qualities: Looking for signs of dignity and democracy. In S. Mertens, V. Anfara Jr., & M. Caskey (Eds.) *The young adolescent and the middle school. Handbook of research in middle level education, Volume 6.* (pp.323-342). Greenwich, CT: Information Age Publishing

**Journal articles:**

- \*Vagle, M. D. (forthcoming, 2011) Critically-oriented pedagogical tact: Learning about and through our compulsions as teacher educators. *Teaching Education*, 22(4)
- \*Vagle, M. D. (2011). Lessons in contingent, recursive humility. *Journal of Adolescent and Adult Literacy*, 54(6), 362-370.
- \*Vagle, M. D. (2010). Re-framing Schön’s call for a phenomenology of practice: A post-intentional approach. *Reflective Practice: International and Multidisciplinary Perspectives*, 11(3), 393-407.
- \*Vagle, M. D. (2010). Pathic pedagogies as everyday work. *Pedagogies: An International Journal*, 5(2), 142-152.
- \*Vagle, M. D. (2009). Validity as intended: “Bursting forth toward” bridling in phenomenological research. *International Journal of Qualitative Studies in Education*, 22(5), 585-605.
- \*Vagle, M. D. (2009). Locating and exploring teacher perception in the reflective thinking process. *Teachers and Teaching: Theory and Practice*, 15(5), 579-599.
- \*Vagle, M.D., Hughes, H. E., & Durbin, D.J. (2009). Remaining skeptical: Bridling for and with one another. *Field Methods*, 21(4) 347-367.
- \*Vagle, M. D. (2008). Searching for a prophetic, tactful pedagogy: An attempt to deepen the knowledge, skills, and dispositions discourse around good teaching. *Education and Culture*, 24(1), 49-65.
- \*Vagle, M. D. (2006). Dignity and democracy: An exploration of middle school teachers’ pedagogy. *Research in Middle Level Education Online*, 29(8), 1-17.
- \*Vagle, M. D., Dillon, D. R., Davison-Jenkins, J., LaDuca, B., & Olson, V. (2006). Redesigning literacy preservice education at four institutions: A three-year collaborative project. *Fifty-Fifth Yearbook of the National Reading Conference*. .(pp. 324-340)

**Work submitted but not yet accepted:**

Andrews, P. G., & Vagle, M.D. (2011). *Middle grades education researchers: Theorizing about and through our research*. Manuscript submitted for publication.

Vagle, M. D. & Jones, S. (2011) *Social class-sensitive literacy pedagogies: Theorizing the precarious*. Manuscript submitted for publication.

### **Manuscripts in Preparation:**

Freeman, M. & Vagle, M. D. *Turning hermeneutics and phenomenology on one another: Implications for qualitative research*.

Vagle, M.D. *STOP—I mean START acting like a child! Educating the curious researcher of curriculum and pedagogy*.

Vagle, M. D. *Recalculating! Recalculating! Resisting a global positioning system (GPS) ethos of student understanding in the era of standards-based curricula*.

### **Newsletter articles:**

Vagle, M. D. (2003, November). Teacher quality: Who decides? *Minnesota Middle School Association Newsletter*. <http://www.mmsa.info/Publications.htm>

### **Doctoral dissertation:**

Vagle, M. D. (2006). When students do not understand: Recognition and response in the action present of teaching. (Doctoral dissertation, University of Minnesota, 2006.) *Dissertation Abstracts International*, 67(06), 2043.

## **c. Grants Received and Grant Supported Activities:**

### **Internal Grants:**

No Pass, No Go! Low Income Young Adolescents and their Teachers Using Formative Assessment to Prepare for the High Stakes Test—Phase 1, Junior Faculty Research Grant Program, The University of Georgia Research Foundation, The University of Georgia, \$7,523, Spring 2009. **Vagle Activities:** *Principal Investigator*

Responding to the National Science Foundation’s Discovery K-12 Program Solicitation: Proposal to Seek Support for Large Collaborative Grant Development - Large Collaborative Grant Development Program, College of Education, The University of Georgia, \$9,232, Spring 2007. **Vagle Activities:** *Co-Principal Investigator* with Gayle Andrews.

### **External Grant Contract-Supported Activities:**

Evidence-based Technology Enhanced Alternative Curriculum in Higher Education (ETEACH). US Education Department Preparing Tomorrow's Teachers to use Technology (PT3) program (Arthur Recesso, PI and Michael J. Hannafin, Co-PI in the Learning & Performance Support Laboratory at the University of Georgia), \$1,068,000 over three years (2003-2006, 2007 no cost extension). **Vagle activities:** *Middle Grades Consultant* (\$7182), Summer, 2007.

Minnesota Reads: A Higher Education Partnership to Better Prepare Faculty and Future Teachers for Reading Instruction, The Bush Foundation (Steven Yussen and Deborah Dillon, co-principal investigators, College of Education and Human Development, The University of Minnesota-Twin Cities), \$1,000,000 each year over 3 years. **Vagle activities:** *Research Assistant*, 2002-2003; *Research Associate*, 2004-2006; *Research Consultant*, 2006-2007

#### **Other Contract-Supported Activities:**

The Other Side of Poverty in Schools. Workshop as part of The CLASSroom Project @ UGA (Stephanie Jones and Mark D. Vagle, Co-Directors). June 13 and 14, 2011, Lamar Dodd School of Art, The University of Georgia. **Vagle Activities:** *Co-Presented* with Stephanie Jones.

The Other Side of Poverty in Schools. Workshop as part of The CLASSroom Project @ UGA (Stephanie Jones and Mark D. Vagle, Co-Directors). May 10, 2011, Gwinnett Campus, The University of Georgia. **Vagle Activities:** *Co-Presented* with Stephanie Jones.

The Other Side of Poverty in Schools. Workshop as part of The CLASSroom Project @ UGA (Stephanie Jones and Mark D. Vagle, Co-Directors). March 4 & 5, 2011, River's Crossing, The University of Georgia. **Vagle Activities:** *Co-Presented* with Stephanie Jones.

The Other Side of Poverty in Schools. Workshop as part of The CLASSroom Project @ UGA (Stephanie Jones and Mark D. Vagle, Co-Directors). July, 2010, Aderhold Hall, The University of Georgia \$2600. **Vagle Activities:** *Co-Presented* with Stephanie Jones.

The Other Side of Poverty in Schools. On-site workshop with J.J. Harris Professional Development School as part of The CLASSroom Project @ UGA (Stephanie Jones and Mark D. Vagle, Co-Directors). October 4, 2010, The University of Georgia. **Vagle Activities:** *Breakout Session Presenter*.

The Other Side of Poverty in Schools. On-site workshop with Coweta County Schools as part of The CLASSroom Project @ UGA (Stephanie Jones and Mark D. Vagle, Co-Directors), February 17, 2011, The University of Georgia \$6000. **Vagle Activities:** *Co-Presented* with Stephanie Jones.

Self-study evaluation for the Concordia College (MN) Department of Education's Self-Study/Program Review. Concordia College, Moorhead, MN, \$2000, March, 2011. **Vagle Activities:** External Consultant

#### **d. Recognitions and Outstanding Achievements**

- College of Education Faculty Senate D. Keith Osborn Award for Teaching Excellence: Assistant Professor Category, 2010--The University of Georgia
- Graduate School, Outstanding Mentoring Award Nominee, 2010--The University of Georgia
- Department of Curriculum and Instruction Graduate Studies Summer Research Fellowship, 2005 – University of Minnesota
- Phi Kappa Phi Honorary Society, 2004 - present – University of Minnesota
- Summa Cum Laude Graduate, 1994 – Concordia College
- Rhodes Scholar Nominee, 1993 – Concordia College
- Omicron Delta Kappa Society, 1993 - present – Concordia College
- Alpha Society, 1991-1994 – Concordia College

#### **e. Areas in Which Research Is Done**

I use phenomenological research methods to empirically examine some of the ongoing, dynamic tensions between relational and technical aspects of how curriculum is enacted in classroom teaching and theorize these tensions using various philosophic and theoretical perspectives such as phenomenological philosophy, critical theory, and pragmatism.

#### **f. Supervision of Doctoral Student Research**

##### *The University of Georgia*

###### *Chair*

###### *Completed*

Sarah Bridges-Rhoads, Elementary Education, 2011 (Assistant Professor, Georgia State University, **Recipient of a UGA Graduate School Dissertation Completion Award**)  
 Hilary Hughes, Middle School Education, 2011 (Assistant Professor, Virginia Commonwealth University)  
 Stacie Tarbet, Middle School Education, 2011

###### *In Process*

Melissa Jersawitz, Early Childhood Education  
 Mark Johnson, Social Studies Education (Co-Chair with Jim Garrett)  
 Wendy Joiner, Middle School Education  
 Stephanie Wells, Middle School Education

###### *Committee Membership*

###### *Completed*

Daniel Byrd, Social Studies Education, 2011

Michelle Fentress, Social Studies Education, 2010  
Lisa Harrison, Middle School Education, 2010 (Assistant Professor, Ohio University)  
JeeHae Lee, Elementary Education, 2010 (Assistant Professor, Troy University)

*In Process*

Megan Adams, Language and Literacy Education  
Tim Bollier, Educational Administration and Policy  
Katherine Brown, Gifted and Creative Education  
Philip Brown, Middle School Education  
Paige Schadek Cole, Language and Literacy Education  
Roberta Gardner, Language and Literacy Education  
Steve Havick, Social Studies Education  
Joseph Pate, Recreation and Leisure Studies  
Sharlonne Rollin, Middle School Education  
Kristy Shackelford, Early Childhood Education  
Lisa Sperling, Counseling and Human Development Services  
Jaye Thiel, Language and Literacy Education

***The University of Minnesota***

*Completed*

Mary Lee-Nichols, Curriculum and Instruction, 2011

**g. Editorship or Editorial Board Member of National Journals**

Editorial Board Member, 2006 – present: *Research in Middle Level Education Online (RMLE Online)*

Editorial Advisory Board Member, 2011 – present: *Journal of Education Research and Practice*

**h. Convention Papers** (\* paper that has a published counterpart; \*\* an invited paper)

**International/national conventions**

Vagle, M. D. (2011, May) Post-intentional phenomenology and the egocentric predicament in qualitative research. Paper presented at the 7<sup>th</sup> International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Vagle, M. D. (2011, April) Phenomenology: An assaulting displacement of the social sciences. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Vagle, M. D. (2011, April) Living as an “intentional philosopher” in phenomenological research. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

- Vagle, M. D. (2010, December) Making a Case for Phenomenological Literacy Research. Paper presented at the annual meeting of the Literacy Research Association (formerly National Reading Conference), Dallas-Fort Worth, TX.
- Vagle, M. D. & Jones, S. (2010, December) Class-sensitive literacy pedagogies: Theorizing the precarious. Paper presented at the annual meeting of the Literacy Research Association (formerly National Reading Conference), Dallas-Fort Worth, TX.
- \*Vagle, M. D. (2010, October) Pursuing an answerable education for young adolescents: Implications for critical middle grades literacy teacher education. Paper presented at the 18th International Reconceptualizing Early Childhood Education (RECE) Conference, Dalton, GA.
- Vagle, M. D. (2010, May) A post-intentional phenomenological research approach. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Vagle, M. D. (2010, February) Educating the curious teacher educator. Paper presented at the 62<sup>nd</sup> annual meeting of the American Association of Colleges for Teacher Education. Atlanta, GA.
- Vagle, M. D. (2009, December) Cultivating (critical) tact in future middle grades literacy teachers: Challenges in the complex embeddings of teaching and learning. Paper presented at the annual meeting of the National Reading Conference. Albuquerque, NM.
- \*Vagle, M. D. (2009, April) Pursuing an answerable education for young adolescents. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.
- Freeman, M. & Vagle, M. D. (2009, April) Turning hermeneutics and phenomenology on one Another: Implications for qualitative research. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.
- \*[\*\*]Vagle, M. D. (2008, December) Embracing a contingent, recursive adolescence: Implications for critical middle grades literacy pedagogies. **Invited** paper presented at the annual meeting of the National Reading Conference. Orlando, FL.
- Vagle, M.D., Hughes, H. E., Durbin, D.J. (2008, December). Searching for openings: Cultivating tact in middle grades preservice literacy teachers. Paper presented at the annual meeting of the National Reading Conference. Orlando, FL.
- \*Vagle, M. D. (2008, March). A critical middle school curriculum: Aiming to construct a contingent and recursive adolescence. Paper presented at the annual meeting of the American Educational Research Association. New York, NY

- \*Vagle, M.D., Hughes, H. E., Durbin, D.J. (2008, March). Remaining skeptical when doing phenomenological research: Bridling for and with one another. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Andrews, P. G., & Vagle, M. D. (2008, March). Middle grades researchers: Theorizing about and through our research. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- \*Vagle, M. D., Durbin, D. J., & Hughes, H. E. (2007, November). Responding to middle grades students' writing: A theoretical reflection on pathic dimensions of teaching. Paper presented at the annual meeting of the National Reading Conference. Austin, TX.
- Dillon, D., Kelly, K., Vagle, M.D., Boehm, E., & Houck, B. (2007, November). Building a statewide literacy network. Paper presented at the annual meeting of the National Reading Conference. Austin, TX.
- Vagle, M. D., Durbin, D. J., & Hughes, H. E. (2007, November). Why don't they get it? Responding through the frustration. Presentation at the annual meeting of National Middle School Association. Houston, TX.
- Andrews, G., Brown, P., Durbin, D. D., Harrison, L., Hughes, H. E., Muth, D., Thompson, K., & Vagle, M. D. (2007, November). Using observations to enhance teacher quality: The tools and the tensions. Presentation at the annual meeting of National Middle School Association. Houston, TX.
- Vagle, M. D. (2007, April). Being condemned to meaning: How teachers construct their students' understanding. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- \*Vagle, M. D. (2007, January). Ensuring quality: Finding and giving meaning in phenomenological research. Paper presented at the meeting of the Conference of Interdisciplinary Qualitative Studies (QUIG). Athens, GA.
- Dillon, D. R., Vagle, M. D., & Jorgensen, K. (2006, December). Four case studies of future teacher learning and change within a redesigned literacy preservice education program. Paper presented at the annual meeting of the National Reading Conference. Los Angeles, CA.
- \*Vagle, M. D. (2006, November). Learning to be perceptive: Helping preservice middle school teachers recognize when students do not understand. Paper presented at the annual meeting of National Middle School Association. Nashville, TN.
- Vagle, M. D., & Dillon, D. (2006, April). Influencing preservice literacy teacher learning through a multi-institutional collaboration among four teacher education programs. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

Dillon, D., & Vagle, M. D. (2006, February). Collaborating through the complexity: Four teacher education programs' commitment to redesign preservice literacy teacher preparation. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. San Diego, CA.

\*Vagle, M. D. (2005, December). Middle school literacy teachers' pedagogy: The challenges of recognizing and responding when students do not understand during instruction. Paper presented at the annual meeting of the National Reading Conference. Miami, FL.

Dillon, D. R., O'Brien, D., Helman, L., Vagle, M. D., DeLapp, P., Jorgenson, K., Jacobsen, M., Laduca, B., Davison-Jenkins, J. (2005, December) Redesigning literacy preservice education at four institutions: A three-year collaborative project. Symposium at the annual meeting of the National Reading Conference. Miami, FL.

\*Vagle, M. D. (2005, November). Exploring middle school teachers' pedagogical adaptations during the action present of teaching. Paper presented at the annual meeting of the National Middle School Association. Philadelphia, PA.

Dillon, D. R., Fisher, B., Helman, L., Jacobsen, M., Rapport, B., DeLapp, P., & Vagle, M. D. (2005, November) Developing preservice literacy curriculum: Consensus building on key content, assignments, and clinical experiences. Symposium at the 32<sup>nd</sup> meeting of the Plains Regional IRA Conference. Minneapolis, MN.

Dillon, D. R., O'Brien, D., DeLapp, P., Vagle, M. D., Galda, L., Bigelow, M., Hughes, J., Beach, R., Jacobsen, M., Olson, V., Fisher, B., & Davison-Jenkins, J. (2004, December). A higher education partnership to better prepare K-12 literacy preservice teachers. Symposium at the annual meeting of the National Reading Conference. San Antonio, TX.

Kalnin, J., Vagle, M. D., Davison-Jenkins, J., La Duca, B., & Olson, V. (2003, December). Developing a framework for evaluating literacy teacher preparation through Minnesota reads: A higher education partnership to better prepare faculty and future teachers for literacy instruction. Paper presented at the annual meeting of the National Reading Conference. Scottsdale, AZ.

### **Regional and state conventions**

Dillon, D. R., O'Brien, D. G., & Vagle, M. D. (2006, November). The role of motivation in engaged reading and writing. Paper presented at the 18<sup>th</sup> meeting of the West IRA Regional Conference. Honolulu, HI.

\*\*Vagle, M. D. (2005, December) Middle level 101- From theory to practice. Presentation at the annual meeting of the Minnesota Middle School Association. Bloomington, MN.

Dillon, D. R., Vagle, M. D., Olson, V., & Laduca, B. (2005, October) Using concept maps to assess preservice teachers' knowledge (of literacy and how to teach it): A component of

the MN reads project. Presentation at the meeting of the Minnesota Association of Colleges for Teacher Education (MACTE). Brooklyn Park, MN.

\*\*Vagle, M. D. (2002, February). Topic: applying for your first job - Aspiring administrator workshop. Presentation at the West Windsor-Plainsboro Regional School District. Plainsboro, NJ.

#### **h. Special Invited Lectures**

Vagle, M.D. (2011, August). ESSE 8990 Scholarship Presentation. Fall 2011 ESSE 8990 Seminar. The University of Georgia.

Vagle, M. D. (2010, March). What in the world is phenomenology? Elementary and Social Studies Education Brown Bag Seminar. The University of Georgia.

Vagle, M. D. (2010, February). Bridling ourselves when facilitating classroom discussions in elementary schools. EDEC 3420 Early Childhood Social Studies. Mr. Daniel Byrd. The University of Georgia.

Vagle, M. D. (2009, October). Qualitative Job Search Panel. QUAL 9400 Advanced Seminar in Qualitative Research. Dr. Melissa Freeman. The University of Georgia.

Vagle, M.D. (2007, October). Teaching in the middle grades. EDUC 2460 Educational Experiences in Classroom and Community. Mr. Scott Conklin. The University of Georgia.

Vagle, M. D. (2007, September). Becoming a professor: Research, teaching, and the PhD. EDEC/EDEL/EDMS/ESOC 8990 Research Seminar. Dr. Martha Allexaht-Snider. The University of Georgia.

Vagle, M. D. (2007, September). Qualitative job search panel. QUAL 9400 Advanced Seminar in Qualitative Research. Dr. Kathy Roulston. The University of Georgia.

Vagle, M. D. (2007, March). Phenomenological analysis of a pedagogical moment. QUAL 8420 Analyzing Qualitative Data. Dr. Kathy Roulston. The University of Georgia.

Vagle, M.D. (2006, November). Using phenomenology to research (and to reflect on) pedagogical moments. EDEC/EDMS 8050 Theory and Research on Teaching. Dr. Martha Allexaht-Snider. The University of Georgia.

Vagle, M.D. (2006, April). Analyzing data in a qualitative dissertation. CI 8148 Conducting Qualitative Research in Educational Contexts. Dr. Bic Ngo. The University of Minnesota-Twin Cities.

Vagle, M.D. (2004, October). Teaching in the middle school. Dr. Richard Joerger. AFEE 5233 Advanced Procedures in Teaching Agricultural Education. The University of Minnesota-Twin Cities.

#### **4. PUBLIC SERVICE**

##### **a. Service to School Districts**

- Program Evaluation, Assessment, and Research Group (PEAR)—J.J. Harris Professional Development School, Athens, GA, 2009-present
- Professional Development School Planning Group (2008-2009), Clarke County (GA) Schools
- Junior High/Middle School Disciplinary Literacy Model Classrooms- Coach's Training (May, 2004), St. Paul Public Schools
- National Staff Development Council Standards for Staff Development Self Assessment (December 2003-January 2004), South View Middle School, Edina (MN) Public Schools
- Lighthouse Learning Community Inc. (Educational Consulting) – Co-Owner and Vice President (January 2003-present)

##### **b. Service to State and National Organizations and Foundations**

- Research Coordination (September 2005- May 2006), Minnesota Middle School Association
- MMSA State Conference Student Strand (December, 2005)
- Task Force on Interdisciplinary Teaching (September, 2005), Minnesota Board of Teaching

##### **c. Workshops and Training Sessions for Teachers**

Dillon, D. R., Vagle, M. D., DeLapp, P., & Hughes, J. (2004, October). A higher education partnership to better prepare K-12 reading and literacy preservice teachers. Poster presented as part of the College of Education and Human Development Reading Research Day, Coffman Memorial Union, Mississippi Room.

#### **5. OTHER SERVICE**

##### **a. Service to the Profession**

###### **Referee for professional journals**

- Teaching Education, 2011-present
- Journal of Curriculum Studies, 2010-present
- Stress and Health, 2009-present
- Research in Middle Level Education-Online, 2006- present
- Journal of Research in Childhood Education, 2008-present
- International Journal of Qualitative Studies in Education, 2008-present
- Middle Grades Research Journal (Review Board Member), 2008-present

###### **Referee for books and handbooks**

- Handbook of Research in Middle Level Education (Volume VIII—Voices from the Middle: Narratives For, By, and About the Middle Level Community), 2009, Information Age Publishing
- Handbook of Research in Middle Level Education (Volume VII An International Look at Educating Young Adolescents), 2008, Information Age Publishing
- Enhancing Student Engagement in Learning: A Guide for Middle School Teachers, 2008, Routledge

#### **Referee for national conferences**

- American Educational Research Association
  - Division K: Teaching and Teacher Education, 2006-2009
  - Middle Level Research SIG, 2006-2009; Expert Review Panel, 2010 & 2011
  - John Dewey Society, 2007-2009
  - Qualitative Research SIG, 2008-2009; Expert Review Panel, 2010, 2011, 2012
  - Division B: Curriculum Studies, 2008-2009; Expert Review Panel (Section 3), 2011, 2012
- Literacy Research Association (formerly, the National Reading Conference [NRC])
  - Preservice/Inservice Teacher Education, Areas 1 & 2, 2007-present
  - Adolescent and Adult Literacy, Area 6, 2007-2009

#### **Sessions organized or chaired at professional meetings**

Vagle, M.D. (2011, May) Using post philosophies to help qualitative research re-claim its radical roots. **Session Organizer and Chair** at the 7<sup>th</sup> Annual International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Illinois.

Vagle, M.D. (2011, April) Philosophically-informed qualitative research for the public good. **Symposium Organizer and Chair** at the annual meeting of the American Educational Research Association. New Orleans, LA.

Vagle, M. D. (2011, April). Leadership, Decision Making, and School Improvement in Middle Level Schools. **Discussant** at the annual meeting of the American Educational Research Association. New Orleans, LA.

Vagle, M.D. (2010, December) Adolescent Literacy: Attitudes, Strategies, and Funds of Knowledge. **Discussant** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas/Fort Worth, TX.

Vagle, M.D. (2010, December) Sticky problems in research. **Chair** at the annual meeting of the Literacy Research Association (formerly the National Reading Conference), Dallas/Fort Worth, TX.

Lee, K., & Vagle, M. D. (2010, October) Developmentally constrained children and young adolescents: Cross-field critiques of appropriateness and responsiveness. **Co-chair** at the upcoming 18th International Reconceptualizing Early Childhood Education (RECE) Conference, Dalton, GA.

Vagle, M. D. (2010, April) Middle grades teacher development and qualifications. **Chair** at the annual meeting of the American Educational Research Association. Denver, CO.

Vagle, M. D. (2009, December) Partnering to prepare literacy educators. **Chair** at the annual meeting of the National Reading Conference. Albuquerque, NM.

Vagle, M. D. (2009, April). Trying to imagine critical middle schooling under the weight of developmentalism. **Symposium Organizer and Chair** at the annual meeting of the American Educational Research Association. San Diego, CA.

Vagle, M. D. (2009, April). Diverse perspectives in the middle grades. **Discussant** at the annual meeting of the American Educational Research Association. San Diego, CA.

Vagle, M. D. (2007, November) Perspectives on understanding texts. **Chair** at the annual meeting of the National Reading Conference. Austin, TX.

#### **Professional associations and activities**

- American Educational Research Association (Divisions B and K; Middle Level and Qualitative Research SIGS; John Dewey Society)—Selected to Participate in the Division K New Faculty Seminar (2007); Qualitative Research SIG’s Dissertation Award Committee (2011)
- Literacy Research Association (formerly the National Reading Conference)—Section Co-Chair for 2010 and 2011 conference programs
- International Reading Association—Reviewed Grant Proposals for the Elva Knight, Research Dissemination Support, and Helen M. Robinson Grants
- National Council of Teachers of English
- International Study Association on Teachers and Teaching
- National Middle School Association

#### **b. Service to other Universities**

- The University of Minnesota – Twin Cities, Minnesota Reads, Invitation to Co-Facilitate Literacy Teacher Education Institute, March 30, 2007
- Consultant – The University of Minnesota – Twin Cities, October – December, 2006 & July, 2007
- The University of Minnesota – Twin Cities, Minnesota Reads, Invitation to Co-Facilitate Research Meeting, December 15, 2006

#### **c. Service to The University of Georgia**

##### **University**

Qualitative Research Faculty Learning Group, 2009-2010; 2010-2011

##### **College of Education**

- College of Education Research Advisory Board—2011-present [**Invited**]

- Dean’s Research Committee—2011 [**Invited**]
- Graduate Student Research Conference (Chair)—2011 [**Invited**]
- Philosophically-Informed Research—Research Study Group 2010- present [**Co-Leader** with Bettie St. Pierre]
- Teacher Leadership Research Study Group 2010-present
- Research Implementation Team [**Selected** to Serve on Team One: The Research Culture Team], 2010
- Reviewer for Teacher Quality Grant Program, 2010
- Faculty Senate Awards Committee, 2010-2011; (Chair—2011-2012)
- Faculty Advisory Committee for the Graduate Student Research Conference, 2009, 2010
- Reviewer for the Graduate Student Research Conference, 2009, 2010
- Office of Faculty and Finance Review Committee, 2009
- Curriculum Diversity Action Team, 2007
- Staff Awards Committee, 2007

**Department of Elementary and Social Studies Education**

- Elementary Education PhD Program Leader-2011-present
- Doctoral Admissions Committee--Elementary Education Representative, 2010-present
- Elementary Education PhD Program Redesign Team, Convener, 2010-present
- Research Internship Design Team, Convener, 2010-present
- Graduate Programs Committee, 2006-present; Chair 2007-2010
- Specialist Comprehensive Exam Reader, 2009—present
- Masters Comprehensive Exam Reader, 2009-present
- Faculty, Promotion, and Tenure Bylaws Committee, 2008-09, chair
- 5-Year Plan Committee, 2007-08, chair
- 5-Year Plan Revision Sub-Committee, 2007, chair
- Early Childhood Search Committee, 2007 & 2010
- Scholarships Committee, 2006-2008
- Infrastructure Committee, 2006-2007