

# CURRICULUM VITA

## Debi Khasnabis

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### EDUCATION

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- Ph.D.**           **Educational Studies in Literacy, Language Culture**  
University of Michigan, 2008.
- M.A.**           **Educational Foundations in Administration, Policy, & Research**  
University of Michigan, 2006.
- Ed.S.**           **Curriculum & Instruction in Bilingual/Bicultural Education,**  
Wayne State University, 2003.
- M.A.**           **Elementary Education**  
University of Michigan, 1999. (graduated with honors)
- B.A.**           **Economics and Spanish**  
University of Michigan, 1998. (graduated with high distinction)

### PROFESSIONAL EXPERIENCES

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- 2017-present    *Clinical Associate Professor, University of Michigan, Educational Studies*
- 2011-2017      *Clinical Assistant Professor, University of Michigan, Educational Studies*
- 2009-2010      *Lecturer and Admissions Specialist, University of Michigan, Educational Studies*
- 2005-2006      *Early Childhood Accountability Task Force Consultant, Pew Charitable Trusts*
- 2005            *Early Childhood Accountability Project Intern, Pew Charitable Trusts*
- 2000-2004      *Bilingual Classroom and Pull-out Teacher, Detroit Public Schools*
- 2004            *Hampton-Brown Avenues Curriculum Trainer, Detroit Public Schools*
- 2003            *Professional Development Consultant, Office of Bilingual Education & Related Programs, Detroit Public Schools*
- 2003            *Administrative Intern for Executive Director, Norma Barquet Department of Language and Cultural Initiatives, Detroit Public Schools*
- 2003            *Administrative Intern for School Principal, Patricia Diaz Harms Elementary School, Detroit Public Schools*
- 1999-2000      *Classroom Teacher, Cesar Chavez Elementary Academy, Detroit*

### COURSES TAUGHT

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- Education 218:   Homelessness in Schools and Society: Engaged Practicum in Schools and School Serving Organizations
- Education 310:   Independent Study, Literacy Instruction for ELLs
- Education 392.3: Education in a Multicultural Society – Module 3
- Education 392.1: Education in a Multicultural Society – Module 1
- Education 392.2: Education in a Multicultural Society – Module 2
- Education 798:   Independent Study/Teaching Apprenticeship for Education 403
- Education 303:   Problems and Principles of Elementary Education (Student Teaching Seminar)
- Education 307:   Directed Field Experience in Early Elementary Settings
- Education 392:   Education in a Multicultural Society (Traditional Model pre-reform)
- Education 401:   Developmental Reading and Writing Instruction in the Early Grades
- Education 403:   Developmental Reading and Writing Instruction in the Middle Grades

Education 490: Teaching Language, Literacy and Academic Content to Linguistically Diverse Learners  
 Education 590: English as a Second Language Field Practicum  
 Education 594: Education in a Multilingual Society  
 Education 650: Directed Field Experience/Student Teaching  
 English Language Institute 552: Directed Field Experience in an ESL Classroom  
 English Language Institute 590: Sociocultural Contexts of Second Language Acquisition

### **GUEST LECTURES**

Education 774: Practice of Teacher Education –*Partnering: A Practice that Takes Practice*  
 Curriculum & Instruction 541: Oral Language and its Role in the Classroom, University of Illinois at Chicago  
 Education 909: English Language Learners in Content Areas: Constructing Research Communities & Resources, Michigan State University  
 Education 737: The Practice and Study of Field Instruction – *Distributed Mentoring: Designing Contexts for the Collective Support of Teacher Learning*  
 Education 898: Race and Educational Inequity Professional Development Seminar  
 Education 594: Inquiry in Education Issues  
 Education 490: Teaching Language, Learning and Academic Content to Linguistically Diverse Students – *Sheltered Instruction*  
 Education 431: Teaching of Social Studies in the Elementary School – *facilitation of small group discussions on visual inquiry lessons*  
 Education 392: Education in a Multicultural Society - *Urban Teaching Challenges and Opportunities*  
 Education 898: Professional Development Seminar - *Reaching Milestones in Educational Studies Doctoral Programs*  
 Education 737: Learning Sciences Graduate Seminar - *Literacy and the Learning Sciences*  
 Education 501: Literacy Curriculum, Instruction and Assessment in the Elementary Grades- *Bilingual Education*

### **GRANTS**

2018 **Ginsberg Center, Envisioning Equity Education** (PI, \$25,000, under review)  
 2017 **Spencer Foundation Small Grant, Race, Sense-Making, and Practice in the co-construction of Family-School Relations** (co-PI with C. O'Connor, S. Goldin, K. Hearn, \$50,000)  
 2017 **National Center for Institutional Diversity, Grants to support Research, Scholarship, and Change, Learning Initiatives for Families and Educators** (co-PI with S. Goldin, unfunded for \$3000)  
 2015 **Spencer Foundation Small Grant, Learning Initiatives for Families and Educators** (co-PI with S. Goldin, unfunded for \$50,000)  
 2015 **Third Century Initiative, Transforming Learning for the Third Century Transformation Grant** (PI, unfunded \$1.8 million) UM Office of the Provost  
 2015 **Center for Research on Learning and Teaching, Faculty Development Fund** (PI, unfunded \$10,000)  
 2014 **Gilbert Whitaker Fund for the Improvement of Teaching Continuation grant, Center for Research on Learning and Teaching.** “Culturally Relevant Pedagogies for ESL Teachers: Refining, Extending and Disseminating Promising Practices in the Scarlett Middle School Summer ESL Program” (co-PI, \$14,586)  
 2013 **Third Century Initiative, Transforming Learning for the Third Century Discovery Grant** (PI, \$50,000) UM Office of the Provost

- 2013 **Title III Summer ESL Academy and Parent Outreach Program** (grant submitted to AAPS for \$20,133.15)
- 2012 **Title III Parent Outreach Program** (grant submitted to AAPS for \$1800)
- 2012 **Gilbert Whitaker Fund for the Improvement of Teaching, Center for Research on Learning and Teaching.** “Scarlett Middle School Summer Program for ESL Teaching Interns and Adolescent English Language Learners” (co-PI, \$10,000)
- 2012 **“Scarlett ESL Program Study”**  
Race and Educational Inequity, Faculty Initiated Grant for Graduate Student Support (\$2,845 awarded to Consuelo Morales)
- 2010 **Lecturers’ Professional Development Grant,** Center for Research on Learning and Teaching
- 2008 **Rackham One-term Dissertation Fellowship**
- 2008 **Rackham Graduate Student Research Grant**

### **HONORS**

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- 2017 School of Education Faculty dije Award for Diversity, Inclusion, Justice and Equity
- 2006 Prechter Scholarship for Reading, Language and Literacy
- 2004-2008 School of Education Dean’s Scholar four-year fellowship
- 2003 Spirit of Detroit Award for Outstanding Educators, nominated by Communities in Schools for dedication to schools and community
- 1998-1999 Rackham Graduate School/University of Michigan School of Education Master’s Award
- 1996 Brown Scholarship for Academic and Leadership Excellence, Mosher-Jordan Dormitory

### **RESEARCH STUDIES**

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- 2017- **Families and Schools Ethnography**  
Project: “Race Sense-Making, and Practice in the Co-Construction of Family-School Relations”  
(Spencer Grant, PI: Carla O’Connor; coPIs: Simona Goldin, Kendra Hearn, Debi Khasnabis)  
A study investigating the racialized sense-making and practices of educators and families of different racial/ethnic backgrounds, and their effect on family-school relationships.
- 2013 - **Elementary Teacher Education and Mitchell Scarlett Teaching and Learning Collaborative**  
Project: “Learning Initiatives for Families and Educators”  
(Third Century Initiative, PI: Debi Khasnabis; coPIs: Simona Goldin, Matt Ronfeldt).  
A study investigating intern experiences enacting a series of interactive home visits with families of school-aged children and interns’ development of partnering practices as measured through a set of parent-teacher conference simulations. This project also integrates an MSTLC component focused on building relationships between families and teachers.
- 2012- **Summer ESL Academy at the Mitchell Scarlett Teaching and Learning Collaborative**  
Project: “The Development and Investigation of a Culturally Responsive Language Arts focused Summer Program for ELLs”

(CRLT, coPIs: Debi Khasnabis, Cathy Reischl)  
Qualitative and Quantitative study that investigates student and intern learning during a summer program created for ELLS.

- 2012-2015 **Elementary Undergraduate Teacher Education Program**  
Project: "The Development of Professional Ethics and Culturally Responsive Teaching Practices in Beginning Teachers"  
(coPIs: Debi Khasnabis, Simona Goldin, Kelly McMahon)  
Qualitative and Quantitative study that investigated the development of ethical orientations toward the teaching of diverse students, as captured by a program level performance assessment.
- 2012- **Writing Genre with Purpose at Mitchell Scarlett Teaching and Learning Collaborative**  
Project: "Kindergarten and First Grade Writing Curriculum Development"  
(co-PIs: Nell Duke, Cathy Reischl, Debi Khasnabis)  
A study aimed at revising the early elementary writing curriculum at Mitchell Elementary School such that students write across genres for purpose. The curriculum will be enacted in the 2012-13 school year and will involve a professional development component.
- 2012-2013 **Elementary Teacher Education and Integrated Technology; with the Mitchell Scarlett Teaching and Learning Collaborative**  
Project: "Adolescent Digital Dialogues about Text"  
(coPIs: Debi Khasnabis, Mandy Benedict-Chambers, Elizabeth Keren Kolb)  
A collaborative qualitative study conducted by UM faculty and Scarlett Middle School Teachers aimed at identifying forms discourse moves employed by adolescents on the online newsfeed, Edmodo.
- 2009-2011 **Research for Center for Research on Learning and Teaching**  
Project: "Investigating the Enactment of Text Based Discussions by Graduate Teacher Candidates"  
(CRLT, coPIs: Debi Khasnabis, Cathy Reischl)  
Qualitative video-based study of the challenges and successes experienced by graduate student teacher candidates as they enacted text based discussions in elementary classrooms during a year-long internship experience. Conference paper development
- 2007 to 2008 **Independent Research for doctoral dissertation study**  
Project: "Developing Scientific Literacy through Classroom Instruction: Investigating Learning Opportunities Across Three Modes of Inquiry-Based Science Instruction"  
Mixed methods video-based study of the learning opportunities provided to fourth-grade students by three expert teachers of inquiry-based science.
- 2005 to 2006 **Independent Research for doctoral preliminary exam paper**  
Project: "Children's Experiences in Digital Reading Environments with Illustrated and Interactive Informational Texts: Do Pedagogical Agents Facilitate Learning?"  
Mixed methods investigation of the differential benefits of technology as a function of reading achievement of elementary aged children.
- 2005 **Project Research Assistant for Pew Charitable Trusts & National Early Childhood Accountability Task Force, Washington, D. C.**

Project: “Federal Early Childhood Program Accountability Mandates and Systems”

Internet- and interview- based research and writing related to federal early childhood programs and related programs of assessment. This research contributed to a task force publication listed under publications.

2004-2008 **Research Assistant for Annemarie Sullivan Palincsar, Ph.D., University of Michigan**

Project: “Reading to Learn - Investigating domain specific prompts in a technology rich environment with diverse readers learning from informational text,” from Institute for Education Sciences.

Data collection, coding scheme design, coding of transcript data, interrater reliability tests, quantitative & qualitative data analysis including HLM, protocol and research design development.

Project: “Investigating the Feasibility of Scaling Up Effective Reading Comprehension Instruction Using Innovative Videocase-based Hypermedia,” from National Science Foundation.

Quantitative and qualitative analysis of teacher outcomes and teacher knowledge assessment, audiovisual assistance of professional development seminars, managerial tasks.

2003 **Mentee for Norma Barquet, Ed.D., Executive Director of the Department of Language and Cultural Initiatives, Detroit Public School District**

Project: Bilingual teacher survey and data compilation.

Collected employee interviews and drafted policy statement for bilingual student curriculum materials and promotion procedures.

## **PUBLICATIONS**

### Peer Reviewed Journal Articles:

Khasnabis, D., Goldin, S., & Ronfeldt, M. (2018). The practice of partnering: Simulated parentteacher conferences as a tool for teacher education. *Action in Teacher Education*, 40(1), 1-19. <https://doi.org/10.1080/01626620.2018.1424658>

Khasnabis, D. & Reischl, C. (in press). Six blocks down, take a left at the corner: Learning to teach English learners outside the school walls. *TESOL Journal*.

Goldin, S. & Khasnabis, D., & Atkins, S. (in press). Mining gems, nurturing relationships, building teacher practice. *School Community Journal*.

Goldin, S., Khasnabis, D., & Reischl, C. (under review). Building Bridges to Partner with Families: A Practice that Takes Practice.

Goldin, S., Khasnabis, D., O'Connor, C., & Hearn, K. (in preparation). Tangling with race and racism in teacher education: Designs for case-based parent teacher conference simulations.

Khasnabis, D. & Goldin, S. (2016). Learning from *Escuela*: Using Documentary Film as a Shared Context for Teacher Learning. *Multicultural Perspectives* 18(1), 12-19.

Khasnabis, D., Reischl, C., Stull, M., & Boerst, T. (2013). Distributed mentorship: Designing contexts for collective support of teacher learning. *English Journal*, 102 (3), 71-77

Khasnabis, D. & Upton, K. (2013). Disrupting traditions: Swimming against the current of adolescent bullying. *Voices from the Middle* 20 (3), 37-46.

Kucan, L., Palincsar, A. S., Khasnabis, D., & Chang, C. (2009). The Video Viewing Task: A source of information for assessing and addressing teacher understanding of text-based discussions. *Teaching and Teacher Education*, 25, 415-423.

Book sections:

Khasnabis, D., Reischl, C., Ambrosino, C., Bufford, J., & Schlundt-Bodien, A. (in press). Telling stories of challenge and triumph: English learners claim the curriculum through spoken-word poetry, hip hop and video. In B. Berriz, A. Wager, & V. Poey (Eds.), *Arts as a way of talking for emergent bilingual youth: A foundation for literacy in K-12 schools*. NY: Routledge/Taylor and Francis.

Khasnabis, D., Ambrosino, C., Sajjadi, S., & Reischl, C. (2017). Our Stories: Narratives for Culturally Responsive ESL Teaching. In Tim Stewart (Editor), *Voices from the TESOL Classroom: Participant Inquiries from Higher Education Classes*. Alexandria, VA: TESOL Press.

Reischl, C., Khasnabis, D., Boerst, T., & Stull, M. (2017). Foundational Frameworks that Guided Activity within a School University Partnership. In Ryan Flessner & Debra R. Lecklider (Editors), *The Power of Clinical Preparation in Teacher Education*, Rowman & Littlefield Education in association with the Association of Teacher Educators.

Khasnabis, D., Goldin, S., & McMahon, K. (2016). Critiquing Colbert: Using Case Study as a Tool for Supporting Culturally Responsive Teaching Practice. In L. G. Putney and N. P. Gallavan (Eds.), *ATE yearbook XXIV: Establishing a sense of place for all learners in 21st century classrooms and schools*. Lanham, MD: Rowman and Littlefield.

Reischl, C. & Khasnabis, D. (2016). Affirming the Identities of English Learners through Purposeful Project-Based Literacy Instruction. In L. M. Scott and B. Purdum-Cassidy (Eds.), *Culturally Affirming Literacy Practices for Urban Elementary Students*, Lanham: MD: Rowman and Littlefield.

DeFrance N., Khasnabis D. & Palincsar A. S. (2010), Reading and Technology. In: Penelope Peterson, Eva Baker, Barry McGaw, (Editors), *International Encyclopedia of Education*. volume 8, pp. 150-157. Oxford: Elsevier.

Articles written for Professional Organizations, with editor review:

Khasnabis, D., Hanna, M. O., Toriche, G., & Karr, K. (in press). Feeling "At Home" at school: Inclusive School-Community Building. *Perspectives*. National Association of Bilingual Education.

Reischl, C., Khasnabis, D., & Karr, K. (2017). Cultivating a school-university partnership for teacher learning. *Kappan*, 48-53.

Khasnabis, D. & Ambrosino, C. (2017). From Lead in the Water to Language Learning: STEM in our Hearts, Minds and Classrooms. *ASCD Express*, 12 (21). *Association for Supervision and Curriculum Development*. <http://www.ascd.org/ascd-express/vol12/1221-khasnabis.aspx>

Goldin, S., Khasnabis, D., & McMahon, K. (2016). Designing a case-study assessment protocol to measure growth in planning culturally responsive teaching practice. *SAGE Research Methods Cases*. SAGE Publications Ltd.

Goldin, S., Khasnabis, D. & Atkins, S. (2015). Crossing Boundaries to Partner with Families. *ASCD In Service blog, Association for Supervision and Curriculum Development*.  
<http://inservice.ascd.org/crossing-boundaries-to-partner-with-families/>

Reischl, C. & Khasnabis, D. (2015). The Community and the ESL Curriculum: Ann Arbors Summer ESL Academy. MITESOL Messages. Michigan Teachers of English to Speakers of Other Languages.

Khasnabis, D. & Kolb, E. (2012). Pockets of potential: Blending social and academic uses of mobile devices for a compelling form of anywhere learning. *MACUL Journal*, 32 (4), pp. 8-10.

Khasnabis, D. (2007). Taking Stock: Assessing and Improving Early Childhood Learning and Program Quality. National Early Childhood Accountability Task Force with Pew Charitable Trusts.

News Reports:

AAPS District News (January 2017). Educators Celebrate Partnership between AAPS and UM School of Education <http://news.a2schools.org/seminar-celebrates-partnership-between-aaps-educators-discuss-the-many-benefits-to-the-mitchellscarlett-community/>

School of Education Webpage (August 2016). Summer Program for English Language Learners Focused on Local and Global Water Issues  
[http://www.soe.umich.edu/news\\_events/news/article/summer\\_program\\_for\\_english\\_language\\_learners\\_focused\\_on\\_local\\_and\\_global\\_wa/](http://www.soe.umich.edu/news_events/news/article/summer_program_for_english_language_learners_focused_on_local_and_global_wa/)

School of Education Webpage. (August, 2015). Summer program for English Learners focused on stories of challenge and triumph.  
[http://www.soe.umich.edu/news\\_events/news/article/summer\\_program\\_for\\_english\\_language\\_learners\\_focused\\_on\\_stories\\_of\\_challeng/](http://www.soe.umich.edu/news_events/news/article/summer_program_for_english_language_learners_focused_on_stories_of_challeng/)

AAPS District News (May 2015). University of Michigan partnership with Scarlett and Mitchell continuing as school transition to International Baccalaureate program.  
<http://news.a2schools.org/university-of-michigan-partnership-with-scarlett-and-mitchell-continuing-as-schools-transition-to-international-baccalaureate-program/>

AAPS District News (March 2015). Home visits help new teachers learn how to connect.  
<http://news.a2schools.org/home-visits-help-new-teachers-learn-how-to-connect/>

Khasnabis, D., Reischl, C. and Stull, M. (2016). Culturally Responsive Project-based Literacy Units for English Learners [Video File]. Retrieved from <https://youtu.be/7uK7bxmpAlk>

Reischl, C. H. and Khasnabis, D (2014). Adding the ELMAC ESL Endorsement. Wrote and produced promotional video published on UM School of Education webpage.  
<https://www.youtube.com/watch?v=6TMznmaT6YA>

AAPS District News (August 2014). Scarlett ESL Summer Program Highlighted on WUOM/NPR.  
<http://news.a2schools.org/scarlett-esl-summer-program-highlighted-on-wuomnpr/>

State of Opportunity (August 2014). In a Michigan classroom, immigrants learn about English and acceptance.  
<http://stateofopportunity.michiganradio.org/post/michigan-classroom-immigrants-learn-about-english-and-acceptance>

AAPS District News (July 2014). Summer ESL Academy 4<sup>th</sup>-8<sup>th</sup> Graders Cultivate Literacy Skills and Strong Ties with Community Businesses.

<http://news.a2schools.org/summer-esl-academy-4th-8th-graders-cultivate-literacy-skills-and-strong-ties-with-community-businesses/>

UMMA Magazine (Winter 2014). Summer at UMMA: A Lab for New Dimensions in K-12 Teaching.

<http://www.umma.umich.edu/news/magazine/2014/winter.html>

AAPS District News (July 2013). Summer ESL Academy gives students intensive language instruction.

<http://news.a2schools.org/summer-esl-academy-gives-students-intensive-language-instruction/>

NCTE Voices from the Middle podcasts (March 2013). Disrupting Traditions: Swimming against the Current of Adolescent Bullying.

<http://www.ncte.org/journals/vm/podcasts>

### **CONFERENCE PRESENTATIONS**

Goldin, S., Khasnabis, D., & Atkins, S. (2018). Mining Gems, Nurturing Relationships, Building Teacher Practice. Research paper presentation at the annual meeting of the American Educational Research Association in New York City, New York.

Goldin, S., Khasnabis, D., & Atkins, S. (2018). Mining Gems, Nurturing Relationships, Building Teacher Practice. Research paper presentation at the annual meeting of the American Association of Colleges of Teacher Education in Baltimore, Maryland.

Boerst, T., Kolb, E., Khasnabis, D., & Ball, D. (2018). University School Partnerships and a Scholarship of Practice. Presentation at the annual meeting of the American Association of Colleges of Teacher Education in Baltimore, Maryland.

Khasnabis, D., (2018). Beyond Textbooks and Worksheets: Families and Communities as Mathematical Knowledge Sources. Presentation at the Responsive Mathematics Institute with the Washtenaw Intermediate School District.

Goldin, S., Khasnabis, D., O'Connor, C., & Hearn, K. (2017). Simulating Authenticity: Designs for Case-Based Parent Teacher Conferences. Research paper presentation at the annual national meeting of the American Educational Research Association in San Antonio, Texas.

Goldin, S., Khasnabis, D., Hearn, K., & O'Connor, C. (2017). Simulating Authenticity: Designs for Case-Based Parent Teacher Conferences. Research paper presentation at the annual national meeting of the American Association of colleges of Teacher Education in Tampa, Florida.

Goldin, S., Khasnabis, D., & Reischl, C. (2017). Building Bridges to Partner with Families: A Practice that takes Practice. Research paper presentation at the annual national meeting of the American Association of Colleges of Teacher Education in Tampa, Florida.

Goldin, S., Khasnabis, D., & Reischl, C. (2016). Building Bridges to Partner with Families: A Practice that takes Practice. Research paper presentation at the annual national meeting of the American Educational Research Association in Washington D.C.

Goldin, S., Khasnabis, D., & Ronfeldt, M. (2016). The Practice of Partnering: Assessing Interns' Growth with Simulated Parent Teacher Conferences. In Symposium on "Context-Specific



- Core Practices in Teacher Education.” Presentation at the annual meeting of the American Association of Colleges of Teacher Education in Las Vegas, Nevada.
- Goldin, S., & Khasnabis, D. (2016). Learning from Escuela: Documentary Film as a Context for Teacher Learning. Presentation at the annual meeting of the American Association of Colleges of Teacher Education in Las Vegas, Nevada.
- Khasnabis, D., Goldin, S., & McMahon, K. (2016). Critiquing Colbert: Using Case Study as a Tool for Supporting Culturally Responsive Teaching Practice. Presentation at the annual meeting of the Association of Teacher Educators Conference in Chicago, Illinois.
- Reischl, C. & Khasnabis, D. (2016). Lessons from the Field: Affirming the Identities of English Learners through Purposeful, Project-based Literacy Instruction. Presentation at the annual meeting of the Association of Teacher Educators Conference in Chicago, Illinois.
- Reischl, C. & Khasnabis, D. (2015). Designing Culturally Relevant, Purposeful, Multimodal Writing Pedagogies for 4<sup>th</sup>-8<sup>th</sup> Grade English Learners. Presentation at the annual meeting of the Literacy Research Association in Carlsbad, California.
- Khasnabis, D., Goldin, S. & McMahon, K. (2015). Critiquing Colbert: Using Case Study as a Tool for Supporting Culturally Responsive Teaching Practice. In Symposium on “Social Foundations for Teaching Practice.” Research paper presentation at the annual national meeting of the American Educational Research Association in Chicago, IL.
- Khasnabis, D., Goldin, S., & Ronfeldt, M. (2015). Designing Simulated Parent-Teacher Conferences to Assess Interns’ Ability to Partner with Families. Research paper presentation at the annual national meeting of the American Educational Research Association in Chicago, IL.
- Reischl, C. & Khasnabis, D. (2015). Informational Reading and Writing with Purpose with Middle Grade English Learners. Presentation at the annual international meeting of the Teachers of English to Speakers of Other Languages in Toronto, Canada.
- Khasnabis, D., Atkins, S., & Reischl, C. (2015). Meaningful Pathways for Family and Community Involvement in a Practice-Based Teacher Education Program. Presentation at the annual national meeting of the American Association of Colleges of Teacher Education in Atlanta, GA.
- Khasnabis, D., Goldin, S. & McMahon, K. (2015). Critiquing Colbert: Using Case Study as a Tool for Supporting Culturally Responsive Teaching Practice. In Symposium on “Social Foundations for Teaching Practice.” Research paper presentation at the annual national meeting of the American Association of Colleges of Teacher Education in Atlanta, GA.
- Khasnabis, D., Goldin, S., & Ronfeldt, M. (2015). Designing Simulated Parent-Teacher Conferences to Assess Interns’ Ability to Partner with Families. Research paper presentation at the annual national meeting of the American Association of Colleges of Teacher Education in Atlanta, GA.
- Khasnabis, D. (2015). Foundational Frameworks that Guide Activity within a School-University Partnership. Presentation at the annual national meeting of the Association of Teacher Educators in Phoenix, AZ.

- Khasnabis, D. (2014). Learning Culturally Responsive Pedagogies: A Study of Beginning Teachers' Understandings and Practices. Presentation at the annual national meeting of the National Council of Teachers of English in Washington, D.C.
- Reischl, C., Khasnabis, D., Sajjadi, S., Oren, N., McDiarmid, D., Gantt, R., Gibson, K., Petroelje, R. (2014). Designing Culturally Responsive Literacy Instruction for Elementary and Middle School ELs: A How-to Session." Panel Presentation at the annual meeting of the Michigan Teachers of English to Speakers of Other Languages in Grand Rapids, Michigan.
- Athanses, S., Bickmore, S., Khasnabis, D., Spangler, S. & Reischl, C. (2013). *Innovations in Mentoring New Teachers for the Future of English*. Panel Presentation at the annual national meeting of the National Council of Teachers of English in Boston, MA.
- Khasnabis, D., Goldin, S., & McMahon, K. (2013, April). *Using Assessment to Surface the Dispositions of Beginning Teachers*. Paper presented at the inaugural meeting of the Culturally Responsive Evaluation and Assessment Conference in Chicago, IL.
- Khasnabis, D., Reischl, C., & Aumen, J. (2013, April). *A Study of Alignment: Understandings about Culturally Responsive Instruction and Teaching Practices of Beginning ESL Teachers*. Paper presented at the inaugural meeting of the Culturally Responsive Evaluation and Assessment Conference in Chicago, IL.
- Kolb, L., & Khasnabis, D. (2013, March). *Merging Social Networking Technologies into Book Clubs*. Presentation at the annual meeting of the Michigan Association for Computer Users in Learning in Detroit, Michigan.
- Reischl, C., Khasnabis, D., Boerst, T., Karr, K., Hatt, E., Vazquez, G., & Daniel, E. (2013, March). *Structures and practices that support the complex venture of university/school partnerships*. Interactive dialogue presented at the annual meeting of the American Association of Colleges of Teacher Education, Orlando, Florida.
- Khasnabis, D. & Donnelly, J. (2011, December). *Short-term small-group teaching experiences as a context for learning to lead text-based discussions: Beginning teachers of literacy in their work with adolescents*. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, Florida.
- Khasnabis, D. & Reischl, C. (2011, December). *"What's the big idea?" Supporting interns to lead rich and rooted text-based discussions*. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, Florida.
- University of Michigan English Language Institute Conference, Ann Arbor, MI (2007,2008). *Identity and the Young Language Learner*, Group Facilitator.
- Dalton, N., Proctor, C. P., Palincsar, A. S., Mo, E., DeFrance, N., Robinson, K., Khasnabis, D., Vue, G., & Magnusson, S. (2006, November). *Reading to Learn: Investigating the effects of three versions of a digital reading environment featuring interactive diagrams and pedagogical agents*. Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA.
- DeFrance, N., Palincsar, A. S., Hapgood, S., Khasnabis, D. (2006, November). *Struggling readers learning from science text: The effects of text-diagram integration animation vs.*

*manipulable diagrams*. Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA.

Khasnabis, D. & Palincsar, A. S., (2006, November). *Children's experiences in digital reading environments with illustrated and interactive informational texts: Exploring the role of pedagogical agents in facilitating learning*. Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA.

Palincsar, A. S., Kucan, L., Khasnabis, D., & Chang, C. (2006, November). *Glimpsing teacher knowledge through a brief video-viewing task*. Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA.

Khasnabis, D. (September 2006). *Program of Research on Reading Comprehension*. Poster presented at conference entitled "Pathways to Literacy Achievement for High Poverty Children," Ann Arbor, MI.

Palincsar, Annemarie S., & Khasnabis, D. (May 2006). *How in the world do children learn to read graphics-rich text*. Presented at the annual meeting of the International Reading Association, Chicago, IL.

Hapgood, S., Palincsar, A.S., Kucan, L., Gelpi-Lomangino, A., & Khasnabis, D. (2005) *Investigating a new measure of teachers' pedagogical content knowledge for teaching informational text comprehension*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

University of Michigan School of Education Alumni Conference, Ann Arbor, MI (2005). *Early Career Teacher Learning*, Invited panelist.

Palincsar, A.S., Dalton, B., DeFrance, N., Hapgood, S., Khasnabis, D., Proctor, P. & Magnusson, S. J. (Dec. 2004) *Investigating verbal protocols for what they reveal about upper elementary students' text processing across narrative and informational texts*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

#### **OTHER PRESENTATIONS**

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| 2018 | <i>Workshop facilitator</i> , Resilience and Trauma-Informed Practice, Lincoln Consolidated Schools  |
| 2018 | <i>Panel presentation designer</i> (speaker: Simona Goldin), Victors for Michigan panel discussion   |
| 2018 | <i>Workshop designer</i> on family involvement, Teach for America Detroit  |
| 2017 | <i>Workshop facilitator</i> , ELMAC 20 <sup>th</sup> Anniversary Conference, "Teacher Activism Inside and Outside the Classroom"               |
| 2017 | Guest speaker on teaching in diverse contexts, Kappa Delta Pi  |
| 2017 | Presentation on Education 218: Homelessness in Schools and Society: Engaged Practicum in School-Serving Organizations, Dean's Advisory Council |

- 2017 *Panelist*, SOE Colloquium for Diversity, Inclusion, Justice and Equity: *Fostering Safety, Inclusion, and Educational Justice for Immigrant, Refugee, and Other Vulnerable Students*
- 2017 *Performer*, *Becoming Educators of Tomorrow*, *Outspoken*
- 2017 *Ed Talk Speaker*, Education for a Just Society Community Seminar featuring Partnership with Ann Arbor Public Schools <https://education.mivideo.it.umich.edu>
- 2016 *Journal Club Discussion Leader*, University of Michigan Teaching Works
- 2016 *Professional Development Consultant*, *Family Engagement with Multilingual Families and Communities*, Title III Professional Development Workshop provided for Washtenaw Intermediate School District
- 2016 *Featured Speaker*, *Multiculturalism in Education Panel*. Public Presentation for Lean In @ UM
- 2016 *Presenter*, *The Practice of Partnering: Simulated Parent Teacher Conferences as a Tool for Teacher Education*. Educational Studies Colloquium
- 2016 *Featured Speaker*, *Intersectionality in Asian American Identities*, public presentation for the United Asian American Organization for UM undergraduate students
- 2016 *Featured Speaker*, *Pursuing Alternative Careers inside and outside of Academia*, Professional Development Seminar for first year doctoral students.
- 2015 *Featured Speaker*, *25 Years and Still Loving It*. Faculty Dialogue with TEPA students
- 2015 *Partnership Update on the Mitchell Scarlett Teaching and Learning Collaborative*, public presentation for the Ann Arbor Board of Education
- 2014 *Featured Speaker*, *"Pursuing Alternative Careers inside and outside of Academia,"* Professional Development Seminar for graduate students in Race and Educational Inequity seminar.
- 2014 *Featured Speaker*, *"Developing Video Materials for a Family Workshop Series on Promoting Literacy in Children Birth to Five,"* Professional Development Seminar in for graduate students in Literacy, Language and Culture
- 2014 *Featured Speaker* *"Teaching and Learning – With, by and From Families and Communities,"* Teaching Works Seminar Series
- 2014 *Keynote Speaker*, Scarlett Middle School Academic Society
- 2014 *Featured Workshop Speaker*, Scarlett Middle School National African American Parental Involvement Day
- 2014 *Featured Speaker*, *Becoming Educators of Tomorrow* Campus Visit Day Diversity Breakfast

- 2014 *Partnership Update on the Mitchell Scarlett Teaching and Learning Collaborative*, public presentation for the Ann Arbor Board of Education
- 2013 *Workshop Presenter for Secondary Education Field Instructors, Conducting Co-observations*
- 2013 *Scholarly dinner speaker*, Graduate Student Community Organization
- 2013 *Learning Culturally Responsive Pedagogies, A Study of Beginning Teachers' Understandings and Practices*. Educational Studies Colloquium
- 2013 *Assessments of knowledge, performance, and ethics in the Elementary Teacher Education program*. A Teaching Works special colloquium, University of Michigan, Ann Arbor, MI.
- 2013 *Teaching Writing with Purpose – Overview for the Ann Arbor Public Schools Literacy Advisory Committee*, Ann Arbor Public Schools
- 2013 *Disrupting Traditions: Swimming Against the Current of Adolescent Bullying*, Podcast for Voices from the Middle, NCTE
- 2012 *Looking Back and Looking Forward – The Development of Partnership Activity*, Scarlett Middle School, Ann Arbor Public Schools
- 2011 *Sharing Professional Knowledge by Mentoring Beginning Teachers of the Middle School Grades*, Scarlett Middle School, Ann Arbor Public Schools
- 2011 *Sharing Professional Knowledge by Mentoring Beginning Teachers of the Elementary Grades*, Mitchell Elementary School, Ann Arbor Public Schools
- 2011 *Providing Equitable Instruction for English Language Learners*, Logan Elementary School, Ann Arbor Public Schools
- 2010 *Supporting English Language Learners in Content Area Instruction*, Slauson Middle School
- 2010 *An Orientation to Partnership Initiatives for the UM-Mitchell-Scarlett Partnership School*, Mitchell Elementary School and Scarlett Middle School, Ann Arbor Public Schools
- 2004 *An Orientation to the State of Michigan's English Language Development Standards*, Detroit Public Schools Office of Bilingual Education and Related Programs
- 2003 *An Introduction to the Sheltered Instruction Observation Protocol*, Detroit Public Schools Office of Bilingual Education and Related Programs

## **PROFESSIONAL SERVICE**

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### **University**

2017- **CRLT Advisory Board**, member

2015 **UM Office of Undergraduate Enrollment**, Project Contributor for Recruitment materials design

2013-2015 **Cultural Connection UM Student Performing Arts Group**, Faculty Advisor

2011 **National Center for Institutional Diversity**, Reviewer

**Program/School**

2018 **AERA Division K Workshop**, Conference Proposal Mentor

2017-18 **ELMAC restructuring committee**

2017- **Education Diversity Advisory Committee (EDAC)**, faculty representative

2017- **dije Student-initiated Small Grants Program**, reviewer

2017 **dije School conversation**, co-facilitator with Elizabeth Moje

2017 **“March” Book Club**, facilitator

2017- **SOE OnLine Learning Committee**, committee member

2017- **dije Student-Initiated Small Grants Program in Teacher Education**, committee member

2017- **Literacy PD Online Program Development Team**, Participant

2016-2017 **Michigan Queer-Ally Alliance Educators**, Faculty Advisor

2016-17 **Teach LIVE Pilot Group**, participant

2016-17 **bell hooks Study Group**, participant

2016 **Public Scholarship Small Group at UM SOE All-School Meeting**, facilitator

2016 **Restorative Justice Learning Group**, participant

2016 **“Immersion” Film Discussion**, Session Moderator

2016 **Recruitment session for ELMAC prospective students**, Participant

2015-2016 **Dissertation Committee Member**, Colleen Kuusinen, Combined Program in Education and Psychology, Expected May 2016,  
Dissertation: “The meaning, measure and implications of teachers’ self-efficacy for effective classroom teaching” (Chair: Stuart Karabenick; Allison Ryan, Tabbye Chavous, Debi Khasnabis, Fani Laueremann)

2015- **Scholarship of Practice**, Workgroup leader for cross-institutional dialogue

2015- **Teacher Education, ESL Endorsement Program Co-coordinator**

2015 **Mitchell Scarlett Teaching and Learning Collaborative**, interim Coordinator (during Cathy Reischl’s leave)

2015 **School of Education Diversity**, Speaker and Organizer for Performance by First Wave Hip Hop and Urban Learning Arts Community

2014- **Clinical faculty workgroup**, Member

2014-15 **Math Education Search Committee**, Member

2014 **Playmakers Recruitment Campaign**, featured faculty

2014 **Recruitment session for ELMAC prospective students**, Speaker

2014 **School of Education Faculty Meeting on classroom inclusion**, Speaker

2014 **Forum for Elementary Teacher Certification Student Teachers**, “Pursuing Culturally Relevant Pedagogy and Social Justice in K-8 Education,” Coordinator

2014 **Becoming Educators of Tomorrow**, Faculty supporter

2013- **American Promises Workgroup**, initial meeting convened by Carla O’Connor

2013- **Strategies Toward Excellent Practices Workgroup: Growing and Diversifying our Student Body**

2012- **Elementary Teacher Certification Program Application Review Committees** (Undergraduate and Masters)

2012- **English as a Second Language Endorsement**, Program Coordination Support

2012- **Journal Club on Teacher Education**, *Teaching Works*, University of Michigan

2012- **Educational Studies, Literacy Language & Culture Curriculum Group**, Graduate Program

2012- **Educational Studies, Literacy Language & Culture Curriculum Group**, Teacher Education Program

2012 **School of Education Diversity Council**, initial meeting convened by Percy Bates

2012 **Educational Technology Meets English Language Arts Salon**, Brandon Center

2011-2012 **Race and Educational Inequality Professional Development Seminar**  
*Steering Committee*  
*Grant Proposal Review Committee*

2010-2012 **University of Michigan Elementary Curriculum Design Group**  
*Performance Assessment Design Committee*

2010-2011 **University of Michigan Partnership with Mitchell Elementary and Scarlett Middle School**  
*Planning Committee*  
*Communications and Community Engagement Committee*  
*Calendar Committee*  
*Intersession Committee*

2011 **Sextant Technology - Visioning Committee**

2011 **Elementary Masters of Arts with Teacher Certification Review Committee**  
*Review Coordinator*  
*Reviewer*

2010-11 **University of Michigan ESL Endorsement Transition Committee**

2006-2010 **University of Michigan Literacy Faculty Group**

2006-2007 **University of Michigan Graduate Affairs Committee**

2006 **University of Michigan Literacy, Language and Learning Disabilities**, Peer Mentor

2006 **University of Michigan Literacy, Language and Learning Disabilities Peer Mentorship Program**, Graduate Student Coordinator

2006 **University of Michigan Campus Visitation Weekend for Prospective Doctoral Students**, Graduate Student Coordinator

2006 **Project: "Assessment of Pedagogical Content Knowledge of Teachers of Reading**, from Institute for Education Sciences," Pilot study participant

2005 - 2006 **University of Michigan Graduate Student Community Organization**

2005 **"The Assessment of Teachers' Knowledge of Teaching Reading Conference," University of Michigan**, Conference aide -

2005 **University of Michigan School of Education alumni fundraising reception**, Speaker

2005 **University of Michigan Faculty Search**, Graduate student aide

**Community**

2018 **Scarlett Middle School Portfolio Day**, interviewer

2018-2017- **Professional Development Collaboration with Avalon Housing and AAPS Mitchell Elementary School Culturally Responsive Teaching Team**, committee leader

2016- **Scarlett Middle School Queer-Straight-Alliance**, advisor

2016- **Mitchell Elementary School**, Family Engagement committee

2014 - **Sexual Health Initiative for Transformation**, Task Force Member

2015-16 **Mitchell Elementary School Listening Campaign**, PTO subcommittee participant

2015 **Lawton Community Leadership Day**, Ann Arbor Public Schools, Invited Guest

2014 - 2015 **International Baccalaureate Advisory Committee Planning Group**, Member

2014 - 2015 **International Baccalaureate Advisory Board**, Member

2014 - 2015 **International Baccalaureate Teacher Leader Committee**, Member

2013, 2014 **Sexual Health Education Advisory Committee, Ann Arbor Public Schools,**  
Invited Guest

2012-2013 **Mitchell Scarlett Teaching and Learning Collaborative**  
*Scarlett Middle School Extended Day PLC*  
*Mitchell Elementary School Early Elementary Writing Group PLC*  
*ESL Summer School Curriculum Development Committee*  
*Program Coordination Support*

2011-2012 **Mitchell Scarlett Teaching and Learning Collaborative**  
*Planning Committee*  
*Afterschool Program Planning Committee*  
*Afterschool Program Lead Teacher*  
*ESL Summer School Curriculum Development Committee*

2010-2011 **Ann Arbor Public Schools, ESL Instructional Consultant**  
2005 **Ann Arbor Public School District Career Day, Speaker**  
2002 - 2004 **Mentor Teacher,** University of Michigan, School of Education student interns  
2003 - 2004 **Site-Based Management Committee,** Harms Elementary School  
Detroit, Michigan

### **Professional Organization**

2018- **Reviewer,** *TESOL Journal, TESOL*  
2016- **Reviewer,** *Reading Teacher, IRA*  
2016- **Reviewer,** *Multicultural Perspectives, NAME*  
2012- **Reviewer,** *Voices from the Middle, NCTE*  
2016 **Reviewer,** *American Educational Research Association Annual Conference,*  
*Division K*  
2012 **Reviewer,** *Networks: An Online Journal for Teacher Research*

### **Regional Service**

2017-18 **Committee Member,** *MDE Socio-emotional Learning Symposium*  
2017-18 **WISD Responsive Mathematics Institute,** consultant  
2017 **Reviewer,** *MDE ESL and literacy standards*

### **TEACHER CERTIFICATIONS**

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Bilingual Spanish Elementary Teaching Endorsement  
Michigan Elementary Provisional Teacher's Certificate

### **LANGUAGES**

Oral and written fluency in Spanish  
Oral fluency in Bengali

### **PROFESSIONAL ASSOCIATIONS**

National Association for Multicultural Education  
American Educational Research Association (AERA)  
American Association of Colleges of Teacher Education (AACTE)  
International Reading Association (IRA)  
Literacy Research Association (LRA)  
Michigan Teachers of English to Speakers of Other Languages (MITESOL)  
National Council of Teachers of English (NCTE)  
Teachers of English to Speakers of Other Languages (TESOL)  
Association of Teacher Educators (ATE)



