

# Elizabeth Soslau, Ph.D.

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## Education

Ph.D. **Cognition, Development, and Instruction, University of Delaware, Newark, DE** 2010

**Dissertation:** Soslau, E., (2010). Opportunities to develop adaptive expertise during student teaching conferences: Identifying barriers and exploring intersubjectivity. *Dissertation & Theses: Proquest*. AAT 3423912, 265 pgs.

**Committee Co-Chairs:** Laura Glass, PhD and James Rath, PhD

**Committee Members:** Amanda Jansen, PhD and Deborah Yost, PhD

M.A. **Education, University of Delaware, Newark, DE** 2009

M.S. **Science of Instruction K-8, Drexel University, Philadelphia, PA** 2004

B.S. **Corporate Communications, Drexel University, Philadelphia, PA** 2002

B.A. **Literature, Drexel University, Philadelphia, PA** 2002

## Pennsylvania State Certifications

Instructional I Elementary K-6

Reading Specialist K-12 (via add on cert - Praxis Exam 20300)

Middle Level English, Language Arts 7-9 (via add on cert - Praxis Exam 10049)

Middle Level Citizen's Education 7-9 (via add on cert - Philadelphia Bridge Program)

## Delaware State Certifications

Teacher of Elementary Grades K-6 (via PA state license conversion)

Teacher of Middle Level English Language Arts Grades 6-8 (via PA state license conversion)

Teacher of Exceptional Children Grades K-12 (via add on cert - Praxis Exam 5354)

## Administration and Program Coordination

University of Delaware, Newark, DE

- **Interim Director**, Delaware Center for Teacher Education Spring 2017 – Fall 2017
- **Coordinator**, Sociocultural and Community Based Approaches to Education PhD Specialization Area 2016 – 2017, 2022-Current
- **Coordinator and Program Founder**, Master of Education in Teacher Leadership Program 20012 – 2015, Spring 2019 (*interim*)
- **Coordinator**, Master of Instruction Program 2011 – 2014

## Teaching

### School of Education, University of Delaware, Newark, DE

- **Full Professor** 2022 – Current
- **Associate Professor** 2017 – 2022
- **Assistant Professor** 2010 – 2017
- **Adjunct Instructor** 2007 – 2010

#### Graduate Courses

EDUC 629 - Psychology of Teaching  
 EDUC 658 - Classroom Management and Discipline  
 EDUC 732 - Community-based Practicum  
 EDUC 773 - Action Research  
 EDUC 776 - Promoting Equitable Schools  
 EDUC 777 - Fostering Tech Based Collaboration  
 EDUC 866 - Social Justice in Ed, Race/Cultural  
 EDUC 853 - Culturally Responsive Pedagogy  
 EDUC 805 - Proseminar in Education I  
 EDUC 859 - Qualitative Research Workshop

#### Undergraduate Courses

EDUC 400 - Student Teaching  
 EDUC 390 - Classroom Management/SEL  
 EDUC 419 - Diversity in Secondary Education  
 EDUC 433 - Student Teaching  
 EDUC 428 - Critical Reflection  
 EDUC 459 - Urban Education

### Grover Washington, Jr. Middle School, Philadelphia, PA

- **Middle School Teacher** 2004 - 2007
- **School-Based Curriculum Coach** (*semi-released*) 2005 - 2007
- **Cooperating Teacher**, LaSalle University, Philadelphia, PA 2004 - 2005

### Renaissance Advantage Charter School, Philadelphia, PA

- **Middle School Teacher** 2003 - 2004

### The Caring Center, Philadelphia, PA

- **Nursery School Teacher** (*part-time*) 1999 - 2002

## Professional Positions

- **Character Education Program Developer**, School District of Philadelphia (SDP) 2008 - 2009
- **Co-Director**, Youth Driven Service-Learning Center, SDP 2005 - 2007
- **Grant Liaison**, School District of Philadelphia 2005 - 2007
- **Educational Consultant**, The National Constitution Center, PA 2006 - 2007
- **Curriculum Writer**, Academy of Natural Sciences, Philadelphia, PA Summer, 2006
- **Curriculum Writer**, Champions of Caring, Philadelphia, PA Spring-Fall, 2005
- **Academic Coordinator**, Hahnemann University Rehabilitation Sciences, Philadelphia, PA 2002 - 2003
- **Network Systems Administrator**, BCL Int'l, London, England, UK Spring 2000

## Research Positions

- **Research Assistantship**, under Joan Buttram, Ph.D., 9<sup>th</sup> Grade Academies Study, Newark, DE Winter, 2010
- **Research Assistantship** under Danielle Ford, Ph.D., Development of K-8 Science Teacher's Knowledge, Newark, DE 2008 - 2009

- **Research Assistant**, M. Night Shyamalan Foundation, Paoli, PA Summer, 2008
- **Research Assistant**, Research for Action, Philadelphia, PA Summer, 2008

### **Publications (peer-reviewed)** \*work published with current or former advisee(s)

- Riley, K., & **Soslau, E.** (2022). What does it look like? A window into classroom-based critical service learning. *Journal for Multicultural Education*, 16(4), 362-373.
- Drewes, A., Scantlebury, K., & **Soslau, E.** (2022). Evaluating coteaching as a model for pre-service teacher preparation: Developing an instrument utilizing mixed methods. *Research & Practice in Assessment*, 17(1), 29-46.
- \*Bell, N., **Soslau, E.**, & Wilson, C. (2022). Preparing pre-service teachers to recognize and challenge inequities in schools. *Journal of Teacher Education*, 73(1), 23-36.
- \***Soslau, E.** & Gartland, S. (2021). "I want them to feel heard. I want their voices to be agents of change." Exploring a community engaged partnership focused on critical service learning. *Journal of Community Engagement and Scholarship*, 13(2).
- Drewes, A., **Soslau, E.**, & Scantlebury, K. (2021). Striving towards an ideal: Coevaluation of student coteaching experiences. *Journal of Education for Teaching*, 47(1), 60-74.
- \*Wilson, C. & **Soslau, E.** (2020). Masquerading as equitable: Using white teachers' racist communication to guide diversity course revisions. *Teaching Education*, 3(1), 56-80.
- Drewes, A., Scantlebury, K., & **Soslau, E.** (2019). Listening to the missing voices: Students' perspectives on coteaching. *Research & Practice in Assessment*, 14, 5-18.
- Karchmer-Klein, R., **Soslau, E.** & Sutton, J.M. (2019). Faculty's instructional design of interactive and collaborative learning opportunities in an online master in teacher leadership program. *Journal of Teacher Action Research*.
- \*Kotch-Jester, S., **Soslau, E.**, Goettel, V., Duda, B., Bell, N., & Lilly, D. (2019). Parallel conferencing: Co-viewing and co-assessing teacher candidates' videos. *Journal of Teacher Action Research*, 5(2).
- Soslau, E.**, Gallo-Fox, J, & Scantlebury, K. (2019). The promises and realities of implementing a coteaching model of student teaching. *Journal of Teacher Education*, 70(3), 265-279. DOI:10.1177/0022487117750126.
- Soslau, E.**, Goettel, V., & Lilly, D. (2018). Supporting teacher candidates' sense-making of field instructors' feedback through co-constructed goal setting. *Journal of Teaching and Learning*, 12(1), 39-50.
- Soslau, E.**, Kotch-Jester, S., Scantlebury, K., & Gleason, S. (2018). Coteachers' huddles: Developing adaptive teaching expertise during student teaching. *Teaching and Teacher Education*, 73, 99-108.
- \***Soslau, E.**, & Bell, N. (2018). The challenges of supporting equity literacy skill development in white teacher candidates: A self-study of two white field instructors. *Studying Teacher Education*, 14(2). DOI: 10.1080/17425964.2018.1434768.
- Soslau, E.**, & Raths, J. (2017) Problems in student teaching. *Journal of Teaching and Learning*, 11(1), 20-28. <http://dx.doi.org/10.22329/jtl.v10i1.4612>.
- Matusov, E., Smith, M.P., **Soslau, E.**, Marjanovic-Shane, A., & von Duyke, K. (2016). Dialogic education from and for authorial agency. *Dialogic Pedagogy: An international online journal*, 4, 162-197. DOI: 10.5195/dpj2016.172.
- Soslau, E.** (2015). Student teachers' emotional needs and dichotomous problem solving: Non-cognitive root causes of teaching and learning problems. *Educational Action Research*, 24(4) 1-24. DOI:10.1080/09650792.2015.1072052.
- Soslau, E.** (2015). Exploring intersubjectivity between student teachers and field instructors in student teaching conferences. *Cogent Education*, 2(1), 1-8.
- Soslau, E.** (2015). Development of a post-lesson observation conferencing protocol: Situated in theory, research, and practice. *Teaching and Teacher Education*, 49, 22-35.
- \*Derosier, S., & **Soslau, E.** (2014). Student teachers speak out: Exploring relationships between concerns and efficacy when learning to teach. *Education*, 134(4), 488-498.
- Soslau, E.** & Lewis, K. (2014). Leveraging data sampling and practical knowledge: Field instructors' perceptions about inter rater reliability data. *Action in Teacher Education*, 36(1), 20-44.

- Soslau, E.** (2012). Opportunities to develop adaptive teaching expertise during student teaching conferences. *Teaching and Teacher Education*, 28(5), 768-779.
- Soslau, E., & Yost, D.S.** (2007). Urban service learning: An authentic teaching strategy to deliver a standards-driven curriculum. *The Journal of Experiential Education*, 30(1), 36-53.

## Books

- Soslau, E. & Alexander, M.** (2021). *The comprehensive guide to working with student teachers: Tools and templates to support reflective growth*. Teachers College Press.
- Soslau, E.** (under-contract pub: Fall 2024). *Praxis makes perfect: Guided reflective activities for candidates, novices, and teachers*. Free Spirit Publishing.

## Review Essays, Commentaries, and Podcast Appearances

- Riley, K., & **Soslau, E.** (February 2022). Experiential Commons Podcast (AERA-SIG). "Powerful student thinking during critical service learning."
- Soslau, E.** (April 2021). Service-Learning and Experiential Education (SLEE) Podcast. "Service learning as activism."
- Soslau, E.** (May 2021). EducMagic Podcast. "Book talk: The comprehensive guide to working with student teachers."
- Soslau, E.** (February 2, 2021). RaceWork: Building a transformative professional learning community for white teachers. Review of Building Pedagogues: White practicing teachers and the struggle for antiracist work in schools. *Teachers College Record*.
- Soslau, E.** How to fail at standing up to injustice. (July 8, 2020). *Jewish Exponent*.  
<https://www.jewishexponent.com/2020/07/08/how-to-fail-at-standing-up-to-injustice/>
- Soslau, E.** A lesson in grace for parents, educators. (May 18, 2020). *Jewish Exponent*.  
<https://www.jewishexponent.com/2020/05/18/opinion-a-lesson-in-grace-for-parentseducators/>
- Soslau, E., Kotch-Jester, S. & Jornlin, A.** (2015) The dangerous message teacher candidates infer: "If the edTPA does not assess it, I don't have to do it." *Teachers College Record*. ID Number: 18835
- Soslau, E. & Kirn, K.** (2012). Review of Strong Community Service Learning: Philosophical Perspectives by Eric Sheffield. *Education Review*, 15. Retrieved from <http://www.edrev.info/reviews/rev1194.pdf>.
- Matusov, E. & **Soslau, E.** (2010). Review Essay: A structuralist approach to argumentation in education. *Culture & Psychology*, 16(4), 549-557.

## Book Chapters (peer reviewed)

- \*Powell, B., & **Soslau, E.** (accepted - editorial phase). Supporting racial literacy during cogenerative dialogues. In Tschida, Stapleton, & Lys, *Co-Teaching in teacher education: Centering equity* (pp.xxx).
- Yost, D.S., & **Soslau, E.** (2009). School-based service learning as action research. In T. Kelshaw & F. Lazarus (Eds.), *Partnerships for service-learning: Impacts on communities and schools* (pp. 206-235). San Francisco, CA: Jossey Bass.

## Curriculum Guides, Manuals, and Policy Briefs

- Scantlebury, K., **Soslau, E.**, Kotch-Jester, S., & Gleason, S. (2019). Coteacher Huddles. Partnerships in Public Education: Community Engagement Initiative. University of Delaware.
- \*Baughner, E., Wilson, C., & **Soslau, E.** (2019). Fostering Equity Literacy with In-Service Teachers. Partnerships in Public Education: Community Engagement Initiative. University of Delaware.

- Scantlebury, K., **Soslau, E.**, Sherretz, K., & Micek, M. (2018). Coteaching in Delaware. Partnerships for Public Education. University of Delaware.
- Gleason, S., Flynn, J., Martinenza, K., Phipps, C., **Soslau, E.**, & Zankowsky, L. (2015). Teacher Candidate Capstone Clinical Evaluation Manual. University of Delaware.  
<http://www.ocs.udel.edu/wp-content/uploads/ocs/UDSummativeAssessmentHandbook-Posted-11-10-15.pdf>
- Grimley, M., & **Soslau, E.** (2007). Character Education Manual. School District of Philadelphia.
- Laudenback, R., **Soslau, E.**, Echental, N., & Genovesi, J. (2006). An educator's guide to butterflies! National Science Foundation Grant No. DB1-0545170, Amendment No. 001.

## Presentations (peer-reviewed)

- Riley, K. & **Soslau, E.** (2023). Critical service learning as healing centered engagement in the middle school classroom. American Education Research Association (AERA). Chicago, IL.
- Soslau, E.**, & Alexander, M. (2022). Practical applications of research-based field instruction of teacher candidates. Book Talk. AAQEP Quality Assurance Symposium.
- \*Riley, K., **Soslau, E.**, & Reim, K. (2022). Powerful student thinking during critical service learning. AERA. San Diego, CA.
- de Novais, J., Rolón-Dow, R., Litke, E., Flynn, J. E., & **Soslau, E.** (2022). Racial literacy in elementary teacher education: Faculty experience and readiness. AERA. San Diego, CA.
- Farley-Ripple, E., Carey, R., Morrison, K., & **Soslau, E.** (2021). Promoting engaged scholarships through SEED grants: University of Delaware Partnerships in Public Education fellowship program. Engagement Scholarship Consortium (ESC). Pennsylvania State, PA.
- \***Soslau, E.**, Gartland, S., & Riley, K. (2021). Service learning as activism: Teachers learn to shift power and make space for student voice. AERA. Orlando, FL.
- Riley, K., **Soslau, E.**, Atterbury, K., & Prell, P. (2020). Critical service-learning: When activism is the curriculum. National Association of Multicultural Education (NAME). Montgomery, AL.
- de Novais, J., Flynn, J. E., Litke, E., Rolón-Dow, R., & **Soslau, E.** (2020). Centering racial literacy in teacher preparation: A faculty learning community inquiry process. NAME. Montgomery, AL.
- \***Soslau, E.**, Atterbury, K., Prell, P., & Gartland S., (2020). When activism becomes the curriculum: Exploring a critical service-learning collaborative. The Pennsylvania National Association for Multicultural Educators (PA-NAME). Philadelphia, Pennsylvania.
- \*Wilson, C., & **Soslau, E.** (2019). They said what?! A Black instructor's and white instructor's experiences problematizing equity literacy assessments. NAME. Tucson, Arizona.
- \*Wilson, C., Baugher, E., **Soslau, E.** (2019). Examining entrance and resistance: Addressing inequity with pre- and in- service teachers. The Center for the Education and Equity of African American Students (CEEASS) 2<sup>nd</sup> Annual Equity in Education Conference. Columbia, SC.
- \***Soslau, E.** & Wilson, C. (2019). Problematizing equity literacy assessments: A Black and white instructor compare their students' work samples. AERA. Toronto, CA.
- \*Bell, N., **Soslau, E.**, & Coddling, D. (2019). Exploring measures of equity competence: Can equity-focused teacher preparation matter? AERA. Toronto, CA.
- Drewes, A., **Soslau, E.**, & Scantlebury, K. (2018). Improving coteaching through perspective gathering: Using survey methods to unearth coteachers' intersubjectivity. AERA. New York, NY.
- \***Soslau, E.**, & Bell, N. (2018). Rethinking the student teaching curriculum to support the development of racial literacy. AERA. New York, NY.
- \*Bell, N., & **Soslau, E.** (2018). Preparing equity-focused pre-service teachers: Exploring outcomes of the Student Teaching Equity Project (STEP). AERA. New York, NY.
- \*Kotch-Jester, S., Bell, N., Duda, B., Goettel, V., Lilly, D., & **Soslau, E.** (2018). Capturing evidence of practice to facilitate candidates' analysis of teaching and learning. American Association of Colleges of Teacher Education (AACTE). Baltimore, MD.
- Drewes, A., Scantlebury, K., **Soslau, E.**, Kotch-Jester, S., Gallo-Fox, J. (2018). Exploring coteaching from all perspectives: Developing a suite of survey instruments for multiple stakeholders. AACTE. Baltimore, MD.

- \***Soslau, E.**, & Bell, N. (2017). Re-thinking the student teaching curriculum: Using field-based instruction to help candidates notice, acknowledge, and address bias in the classroom. The European Conference on Education. Brighton, England, UK.
- \***Soslau, E.**, & Bell, N. (2017). Managing racial stress while educating White teacher candidates: A self-study. AERA. San Antonio, TX.
- Soslau, E.**, Kotch-Jester, S., & Scantlebury, K. (2017). Huddling: A key practice in coteaching for developing teacher candidates' adaptive teaching expertise. AERA. San Antonio, TX.
- Gallo-Fox, J., **Soslau, E.**, & Scantlebury, K. (2017). It's not so easy: Implementing coevaluation during student teaching. AERA. San Antonio, TX.
- \*Kotch-Jester, S., Goettel, V., Bell, N., Duda, B., Lilly, D., & **Soslau, E.** (2017). Capturing Practice: Using Video to Parallel Conference with Teacher Candidates. Association of Teacher Educator's Annual Conference (ATE). Orlando, Florida.
- Scantlebury, K. Gleason, S. **Soslau, E.** & Gallo Fox, J. (2016). Huddle Up: The in-situ evaluation of coteaching through the development of coteachers' adaptive practices. New Developments at European Education Research Conference, Dublin, Ireland.
- Drewes, A. Scantlebury, K., **Soslau, E.** & Gallo Fox, J. (2016). Evaluating coteaching as a model for student teaching using quantitative measures. AACTE. Las Vegas, NV.
- Soslau, E.** (2016). Exploring assessments that measure and support the development of adaptive teaching expertise: An action research inquiry. AERA. Washington, D.C.
- Gallo-Fox, J., Scantlebury, K., **Soslau, E.** (2016). Problematizing coevaluation in coteaching: Shifting emphasis on restructuring stakeholder roles. AERA. Washington, D.C. *and* European Education Research Conference, Dublin, Ireland.
- Scantlebury, K. & **Soslau, E.** (2015). Transitioning professional development within classes through coteaching. European Education Research Conference. Budapest, Hungary.
- Soslau, E.**, Gallo-Fox, J., & Scantlebury, K. (2015). Opportunities for learning in a coteaching model: Implications for university-based field instructors. AERA. Chicago, Illinois.
- Soslau, E.** (2015). Using teacher candidates' responses to self-evaluate a field instructor's post lesson observation conferencing practices. AERA. Chicago, Illinois.
- Soslau, E.**, Gallo-Fox, J., & Scantlebury, K. (2015). Using coteaching as a model to reposition and professionally develop cooperating teachers as teacher educators and provide enhanced learning opportunities for teacher candidates. AACTE. Atlanta, Georgia.
- Soslau, E.**, Jornlin, A., Goettel, V., Lilly, D., Kotch-Jester, S., & Baumeister, B. (2015). How well does the edTPA measure beginning teacher competencies? Perspectives of teacher candidates. AACTE. Atlanta, Georgia.
- Scantlebury, K., **Soslau, E.**, & Gallo-Fox, J. (2014). Coteaching and coevaluation in student teaching: Understanding new roles for university supervisors. British Educational Research Association. London, England.
- Soslau, E.** (2014). Development of a post-lesson observation conferencing protocol: Situated in theory, research, and practice. AERA. Philadelphia, Pennsylvania.
- \*Derosier, S. & **Soslau, E.** (2014). Teacher candidates speak out: Exploring concerns related to pupil learning and efficacy when learning to teach. AERA. Philadelphia, Pennsylvania.
- Soslau, E.** (2013). Two birds, one video: Using video as a tool to support intersubjectivity and practice interactive cognitions. AERA. San Francisco, California.
- Soslau, E.** (2013). Do you hear what I hear? Understanding and control of discourse in student teaching conferences. AERA. San Francisco, California.
- Glass, L., Jornlin, A., **Soslau, E.** (2012). Addressing the need for supervisors through a cohort model of student teaching. AACTE. Chicago, Illinois.
- Soslau, E.** (2012). Exploring social-emotional needs of student teachers: An (insider) action research study. AERA. Vancouver, Canada.
- Soslau, E.** (2011). Opportunities to develop adaptive teaching expertise during student teaching conferences. AERA. New Orleans, Louisiana.
- Qui, W., Richardson, S., & **Soslau, E.** (2011). Neither here nor there but somewhere in between: Three undergraduates situate their cultural identities while living abroad. International Society for Educational Biography. San Antonio, Texas.

- Miltenberger, L., Bauer, G., Delpeche, H., & **Soslau, E.** (2010). Putting the Ph.D. to work: Lessons learned from an Academic Career Preparation Summer Institute. Annual Lilly Conference on College and University Teaching. Washington, D.C.
- Soslau, E.**, & Lewis, K. (2010). University appointed supervisors' perceptions of inter-rater reliability data. AERA. Denver, Colorado.
- Soslau, E.** (2010). Co-constructed goal setting: Helping student teachers make meaning of supervisors' observation feedback. AERA. Denver, Colorado.
- Richardson, S., **Soslau, E.**, & Qiu, W. (2010). Flexible cultural identities: Students' perspectives of their China study abroad experiences. Urban Ethnography Forum at the University of Pennsylvania. Philadelphia, Pennsylvania.
- Soslau, E.** (2009). Exploring the relationship between professional growth and student teachers' understandings of feedback. AACTE. Chicago, Illinois.
- Vogel, R., **Soslau, E.**, & Mintzer, T. (2006). Action research: Investigating and resolving learning challenges in the classroom. Pennsylvania Association for Supervision and Curriculum Development, Hershey, Pennsylvania.
- Kirn, K., **Soslau, E.**, & Barth, K. (2006). My Voice: Universal strategies for conducting student-centered service-learning. National Youth Service-Learning Conference, Philadelphia, Pennsylvania.

### **Presentations and Keynotes (invited)** ^authorship lead scholar followed by alpha order

- ^Farley-Ripple, E., Carey, R., Morrison, K., & **Soslau, E.** (2021). Promoting Engaged Scholarship Through Seed Grants: University of Delaware's Partnership for Public Education Fellowship Program. Engagement Scholarship Consortium Conference.
- ^Farley-Ripple, E., Aviles, A., Carey, R., de Novais, J., Flynn, J., & **Soslau, E.** (2021). Racial Justice Through Collaborative Programs and Projects. Community Engagement Initiative. University of Delaware. Newark, DE.
- ^Karchmer-Klein, R., Lewis, B., **Soslau, E.**, & Trevitt-Smith, M. (June 2020). Raising the bar: Lessons learned in online teaching. Reinvention Collaborative. Colorado State University, Fort Collins, CO.
- Soslau, E.** (March 2020). Critical service-learning collaborative. Provost's Symposium on Engaged Scholarship. University of Delaware, Newark, DE.
- Riley, K., & **Soslau, E.** (March 2020). Preparing youth for (Climate) action: Philadelphia teachers facilitating student-led social change in elementary and middle school classrooms. West Chester University, West Chester, PA.
- Soslau, E.** (June 2019). Skills for Disrupting Exclusion in the Workplace. 2<sup>nd</sup> Annual Library Climate Enrichment Day (CED). University of Delaware, Newark, DE.
- Soslau, E.** (May 2019). The Power of High-Quality Field Instruction. **Keynote** address delivered at the National Student Teaching and Supervision Conference. Slippery Rock University. Slippery Rock, PA.
- Rolón-Dow, R. & **Soslau, E.** (April 2019). Lunch and Learn: Racial Literacy. School of Education, University of Delaware, Newark, DE.
- Soslau, E.** & Gallo-Fox, J. (Fall 2018). Promises and realities of coteaching: Unmasking invisible thinking. **Keynote** address delivered at Co-Teaching Symposium. California State University. Monterey Bay, CA.
- Soslau, E.** (October 2018). Idea Exchange host for *Table 9: Equity Oriented Professional Learning*. 11<sup>th</sup> Annual Vision Coalition and University of Delaware Conference. Newark, DE.
- Soslau, E.** & Kirn, K. (Summer 2018). Panelist. "Critical service-learning collaborative: Promoting social justice pedagogy." Education Partnership Academy hosted by Partnerships in Public Education. University of Delaware, Delaware.
- \***Soslau, E.** & Bell, N. (Spring 2017). Rethinking the student teaching curriculum: Noting and addressing bias in the classroom. Center for the Study of Diversity's Brown Bag Research Series. University of Delaware, Delaware.
- Soslau, E.** (Spring 2012). Invited colloquium. Promoting student teacher development through mediated experiential learning activities. Millersville University, Millersville, Pennsylvania.

## Grants

- \$49,614 **Spencer Small Grants Program** From theory to practice: Critical service-learning in urban elementary and middle school classrooms. **Funding Source:** Spencer Foundation with Kathleen Riley (PI). [one year extension due to COVID 19] 2019-2022
- \$5,000 **Instructional Improvement Grant** Racial literacy in ETE. **Funding Source:** UD-CTAL Co-PIs with Jill Flynn (PI), Janine de Novais, Erica Litke, Rosalie Rolón-Dow. 2019-2020
- \$2,500 **Center for the Study of Diversity Faculty Scholars Research Grant** Need in Deed Critical Learning Collaborative **Funding Source:** Center for the Study of Diversity and DCTE 2019-2020
- \$20,000 **Partnerships for Public Education Fellowship** Need in Deed Learning Collaborative– critical service learning and culturally responsive pedagogy at Warner Elementary School, Wilmington, DE. **Funding Source:** UD-PPE (\$10,000), matching funds from School of Education (course release \$ in-kind). 2018-2019
- \$3,995 **Center for the Study of Diversity Faculty Scholars Research Grant** Re-thinking the student teaching curriculum: Noting and addressing bias in the classroom. **Funding Source:** UD-Center for the Study of Diversity and School of Education. 2017-2018
- \$19,000 **Transformation Grant** Improving Undergraduate Student Teachers' Reflective, Adaptive, and Metacognitive Practice across the University of Delaware's TEP through Multimedia Approaches (EDTHENA). **Funding Source:** UD-CTAL Co-PIs with Kathryn Scantlebury and Jennifer Gallo-Fox (PI). 2014-2016
- \$17,880 **Instructional Improvement Grant** Improving Coteaching across the University of Delaware's TEP. **Funding Source:** UD-CTAL. Co-PIs with Kathryn Scantlebury (PI) and Jen Gallo-Fox. 2014-2016
- \$55,000.00 Youth Driven Service Learning Center **Funding Source:** Learn and Serve Pennsylvania, Co-PI with Mary Ellen Eck (PI). 2005 – 2006

## Professional Memberships

- American Educational Research Association 2007 – Current
  - Division K – Teaching and Teacher Education
  - SIG – Action Research
  - SIG – Self Study of Teacher Education
- American Association of Colleges for Teacher Education 2010 – Current
  - TAG – Community-Engaged Teacher Preparation (2018)



## Advising

Undergraduate (2012-2014)	Graduate (2012-2015)
Elementary Teacher Education (30 students)	Master of Instruction (12 students)

Doctoral Advisor/Chair	Status
Brittany Powell 2022 –	Ph.D. Student
Amanda Nolte 2022 -	Ph.D. Student
Eric Anderson 2014 -	Ed.D. Student (L.O.A. 2015-2020)
Amanda Cahill 2020 - 2023	Social Studies Team Leader – Appoquinimink
Sara Gartland 2017 – 2021	Ph.D. 2021 Post-Doc, Centre for Pedagogy and Public Engagement Research, National University of Ireland, Galway
Diane Coddling 2016 – 2021	Ph.D. 2021 Post-Doc, Collective Impact and Social Equity, Northwestern University
Chanelle Wilson 2016 – 2018	Ed.D. 2018 –w/Rolón-Dow (Associate Professor, Bryn Mawr)
Katelyn Brown 2014 – 2019	Ed.D. 2018 (Colonial School District Teacher Leader)
Rita Ann Laske 2011 – 2013	Ed.D. 2013 (Associate Professor, Villanova)

Doctoral Committee Member	Status
Michelle Keenan	Ed.D.
René Diaz	Ed.D. Student
Latrice Marianno	Ph.D. Student
Jonathon Dinkins	Ed.D. Student
Kristin Brown-Massey	Ed.D. Student
Kateri Sternberg	Ph.D. Student
Stacey Rominski	Ed.D. Student
Krissy Patton	Ed.D. Student
Catrina Long	Ed.D. Student
Donna Poore	Ed.D. Student
Emily Klein	Ed.D. Student
Andrew Atkinson	Ed.D. 2021
Jann Sutton	Ed.D. 2017 (Instructional Designer, University of North Florida)
Dana Morrison	Ph.D. 2018 (Assistant Professor, West Chester University)
Fran O'Malley	Ed.D. 2012 (Director, Delaware Social Studies Education Project)
Jennifer Klima	Ed.D. 2014 (Enrichment Teacher, Christina School District)
Nermine Abd Elkader	Ph.D. 2014 (Assistant Professor, Sheridan College)
Nakeiha Primus	Ph.D. 2015 (Associate Professor, Millersville University)

## Service

### School of Education Service

<b>Faculty Affiliation</b> , SCA-PhD, SecEd, ETE, EdD, MEd-TL	2011 – Current
<b>Chair</b> , CUSE	2021 - 2023
<b>Member</b> , Search Committee (CT Literacy/ELL/Social Studies)	SU2019, Fall 2021- 2022
<b>Member</b> , Field-Based Instruction Committee	2020 - Current
<b>Member</b> , Educational Leadership Portfolio Taskforce	2021 - 2022
<b>Member</b> , Faculty Affairs Committee	2011-12, 2014-15, Fall 2019
<b>Co-Coordinator</b> , SOE 2016-2017 Colloquium Series on Diversity, Equity, and Inclusion w/Rosalie Rolón-Dow	Fall 2015 – Spring 2017

<b>Lead Field Instructor</b> , Elementary Teacher Education Program	Fall 2015 – Spring 2016
<b>Interviewer</b> , Oral history interviews of Frank B. Murray w/Hampel	Winter 2014

### College of Education and Human Development/Secondary Education Service

<b>Member</b> , Cross-University Coteaching Research Collaborative	2013 – 2019
<b>Member and co-Founder</b> , Equity Inquiry Group	Spring 2017- Summer 2019
<b>Member</b> , College Undergraduate Committee	Fall 2016 – Spring 2017
<b>Member</b> , Diversity, Inclusion, and Equity Committee	Fall 2016 – Spring 2017
<b>Member</b> , College Diversity Plan Task Force	Spring 2016
<b>Member</b> , Professional Development Committee	2015 – 2016
<b>Member</b> , Survey Task Force	2015 – 2016
<b>Co-host</b> , Diversity and Equity Brown Bag w/Rolón-Dow	Spring 2015
<b>Member</b> , Student Teaching Evaluation Revision	2010 – 2013

### University Service

<b>Research Mentor</b> , McNair Scholars Program (Geraldine Lara-Silva)	2023
<b>Interim Chair</b> , University Council of Teacher Education	Spring 2017 – Fall 2017
<b>Diversity Scholar</b> , Engaging Difference Faculty Group (CTAL)	2015 – 2016
<b>Facilitator</b> , Tools for Diverse and Inclusive Classrooms (CTAL)	January 2016
<b>Panel Moderator</b> , Policy and Practice Institute, DASL	June 2013
<b>Research Mentor</b> , McNair Scholars Program (Sharline Derosier)	2011 – 2012

### State/City/Local Service

<b>Consultant</b> , Folkshul Jewish Children’s Critical Service Learning	2020 - Current
<b>Professional Developer</b> , Governor’s Institute for School Leadership.	2021-2022
<b>Presenter</b> , Public webinar series: Reimagining school leadership to support student teachers. Delaware Academy of School Leadership (DASL).	Summer 2021
<b>Member</b> , Critical Scholars Working Group (Bryn Mawr College)	2019 - Current
<b>Partnership Coordinator</b> , Critical Service-Learning Collaborative [Warner Elementary (2018), Shue Middle (2022), Richardson Park Elementary (2023) & Need in Deed]	2018 – Current
<b>Board Member</b> , Need in Deed, Philadelphia, PA	2009 – Current
<b>Placement Locator</b> , Wilmington, DE	2010 – Current
<b>Equity Consultant/PD</b> , Directed by PPE, Shue Medill School, Red Clay Consolidated School District, Newark, DE.	Fall 2017 – Spring 2018
<b>Equity Consultant/PD</b> , Directed by Partnerships in Public Education (PPE) in collaboration with Peter Leida, Assistant Superintendent Colonial School District, New Castle, DE	Summer 2018
<b>Member</b> , House Bill – 143 Working Group, DDOE	Spring 2017
<b>Council Member</b> , TeachDE/PPE	Spring 2017 – Fall 2017

<b>Guest Lecture (single)</b> , Bryn Mawr University, Philadelphia, PA	2017, 2020
<b>Panel Moderator</b> , Alternative Education Forum, Philadelphia, PA	March 2013
<b>Member</b> , Philadelphia Free School Philosophy Talk Group	2011 – 2012
<b>Guest Lecture (series)</b> , Drexel University, Philadelphia, PA	2007 – 2014

## National Service

<b>Member</b> , International Advisory Board for <i>Studying Teacher Education</i>	2018 – Current
<b>Proposal Reviewer</b> , AERA/SIGs – <i>Action Research; Critical Educators for Social Justice; Service-Learning &amp; Experiential Education</i>	2012 – 2022
<b>Panelist</b> , Council for the Accreditation of Educator Preparation	2013 – 2014
<b>Participant</b> , AERA Division K Annual Summit	Fall 2011
<b>Auditor</b> , Teacher Education Accreditation Council	2010 – 2013
<b>Panelist</b> , Teacher Education Accreditation Council	2008 – 2013
<b>Sr. Newsletter Editor</b> , Graduate Student Council, AERA	2009 – 2011

## Peer Reviewing and Guest Editing

Dialogic Pedagogy (Guest Editor – Special Issue)	Fall 2014
Issues in Teacher Education	2015 – Current
The Teacher Educator	2013 – Current
Action in Teacher Education	2013 – Current
Creative Education	2012 – Current
Teaching and Teacher Education	2011 – Current
Journal of Teacher Education	2011 – Current
Networks: An Online Journal for Teacher Research	2016 – Current
Cogent Education	2016 – Current
Teachers College Record	2017 – Current
Asia-Pacific Journal of Teacher Education	2017 – Current
Education Policy Analysis Archives	2017 – Current
Journal of Teacher Action Research	2018 – Current
Studying Teacher Education	2019 – Current
Journal of Ethnic & Cultural Diversity in Social Work	2019 – Current
Educational Policy	2020 – Current
Harvard Education Press	2021 – Current

## Honors

- **Recipient**, Faculty Senate Excellence in Teaching Award 2023
- **Recipient**, AERA/SLEE SIG Outstanding Paper, 2022
- **Recipient**, Campus Compact Mid-Atlantic P20 Partnership Award, 2020
- **Nominee**, Faculty Senate Excellence in Teaching Award, 2020, 2021
- **Clinical Practice Fellow**, Association of Teacher Educators (ATE), 2020
- **Fellow**, University of Delaware Partnership in Public Education, 2018

- **Recipient**, College of Education and Human Development, Excellence in Teaching Award, 2018
- **Recipient**, Outstanding Contribution in Reviewing, *Teaching and Teacher Education*, 2016
- **Recipient**, Frank B. Murray Dissertation Research Award, University of Delaware, 2010
- **Recipient**, “Best Practices” for co-Direction of the Youth Driven Service-Learning Center at Grover Washington, Jr. Middle School, Philadelphia, PA, 2007