

Elizabeth Soslau, Ph.D.

213H Willard Hall Education Building • Newark, DE 19716
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Education & Training

- PhD **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
- MSW **Social Work, Delaware State University, Dover, DE** (anticipated) Summer 2027
- **MSW Intern**, Serenity Psychotherapy, Cherry Hill, NJ May 2026 – December 2026
- **MSW Intern**, Heartwise Counseling, Audubon, NJ January 2027 – August 2027
- **Trainings/Certs:** IFS, EFT, EFIT, EMDR, DBT, CBT, ACT
- MA **Education, University of Delaware, Newark, DE** 2009
MS **Science of Instruction K-8, Drexel University, Philadelphia, PA** 2004
BS **Corporate Communications, Drexel University, Philadelphia, PA** 2002
BA **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 2017 – 2018
- **Coordinator**, Sociocultural and Community Based Approaches to Education PhD Specialization Area 2016 – 2017, 2022 - 2024
- **Coordinator and Program Co-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: Case Study

Undergraduate Courses

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

Grover Washington, Jr. Middle School, Philadelphia, PA

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|---|-------------|
| • Middle School Teacher | 2004 - 2007 |
| • School-Based Curriculum Coach (<i>semi-released</i>) | 2005 - 2007 |
| • Cooperating Teacher , LaSalle University, Philadelphia, PA | 2004 - 2005 |

Renaissance Advantage Charter School, Philadelphia, PA

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|--------------------------------|-------------|
| • Middle School Teacher | 2003 - 2004 |
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The Caring Center, Philadelphia, PA

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| • Nursery School Teacher (<i>part-time</i>) | 1999 - 2002 |
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Professional Positions

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| • 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

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|--|-------------|
| • Research Assistantship , under Joan Buttram, Ph.D., 9 th 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.**, & Rath, 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. (2026). *Teaching as Justice: Critical Service-Learning in the Classroom*. Bloomsbury Publishing.

Soslau, E. (2025). *When you're the new teacher: 28 strategies to align your good intentions with your teaching practices*. Free Spirit Publishing.

Soslau, E. & Alexander, M. (2021). *The comprehensive guide to working with student teachers: Tools and templates to support reflective growth*. Teachers College Press.

Review Essays, Commentaries, and Podcast Appearances

Soslau, E. & Rademacher, T. (January 2025). Teacher Created Materials Blog Post: How to connect with students when you're the new teacher.

Soslau, E. (November 2024). E4E Podcast [Episode](#): "Supporting First-Year Teachers: What is Teacher Growth and How Do We Foster It?"

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). EduMagic 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. (2024). Using racial literacy as an analytic frame to assess co-generative dialogues. In Tschida, Stapleton, & Lys, *Co-Teaching in teacher education: Centering equity*.

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)

- Soslau, E.** (2026). Experiential and critical service learning: Course components that matter. American Educational Research Association (AERA). Los Angeles, CA.
- Soslau, E.** (2025). How Jewish can I be in the academy? Using HebCrit for self-study. American Educational Research Association (AERA). Colorado, DE.
- Soslau, E.** (2024). Disrupting deficit frames through experiential learning in an urban education course. American Educational Research Association (AERA). Philadelphia, PA.
- 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) 2nd 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, Panels, and Keynotes (invited) ^ lead author followed by alpha order, # alpha order

- Soslau, E.** (June 2026). Off the tenure track: En route to joy. Mid-Atlantic Teaching Faculty Alliance. University of Delaware, Newark, DE.
- Soslau, E.** (March 2026). Panelist. DiverseForce on boards: Strategic planning and assessment. ImpactEd, University of Pennsylvania. Philadelphia, PA.
- Soslau, E.** (2023). Improving teacher candidate learning: A book talk. School of Education Colloquium. University of Delaware. Newark, DE.
- #Jansen, A., May, H., Polk, W., & **Soslau, E.** (2023). Pathways to Publication Panel. School of Education Colloquium. University of Delaware. Newark, DE.
- ^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. 2nd 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*. 11th 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

- **\$3,500 PK12 Anti-Racist Curriculum Grant** Critical Service Learning at Richardson Park Elementary. **Funding Source:** University of Delaware Anti-Racist Initiative. 2023-2024
- **\$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:** 2005 – 2006

Learn and Serve Pennsylvania, Co-PI with Mary Ellen Eck (PI).

Professional Memberships

- American Educational Research Association 2007 – Current
 - Division K – Teaching and Teacher Education
 - SIG – Action Research
 - SIG – Self Study of Teacher Education
 - SIG – Service Learning and Experiential Education 2010 – Current
- American Association of Colleges for Teacher Education (T: CETP)

Advising

Undergraduate (2012-2014)		Graduate (2012-2015)	
Elementary Teacher Education (30 students)		Master of Instruction (12 students)	
Doctoral Advisor/Chair		Status	
Amanda Man	2025 -	Ph.D. student – w/Soo Bin Jang	
Amy Santos	2026 -	Ph.D. student – w/Jill Flynn	
Jahsha Tabron	2025 -	EdD student	
Amanda Nolte	2022 - 2025	Ph.D. 2025	
Amanda Cahill	2020 - 2023	Ph.D. 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	
Zhizian Zhuang		Ph.D. 2026 SOE student	
Yubin Jang		Ph.D. 2025 SOE student	
Rosa Mykyta-Chomsky		Ph.D. 2025 HDFS student	
Sophia Viscelus		Ph.D. 2025 (Assistant Professor, West Chester University)	
Michelle Keenan		Ed.D. 2025 (Chair, Delaware Tech. Community College)	
René Diaz		Ed.D. 2025	
Latrice Marianno		Ph.D. 2024 (Assistant Professor, Southern Illinois University)	
Kristin Brown-Massey		Ed.D. 2024 (Supervisor of Human Resources, Ceasar Rodney)	
Kateri Sternberg		Ph.D. 2024 (Post-Doctoral Researcher, University of Delaware)	
Stacey Rominski		Ed.D. 2023 (Principal, Charleston Elementary School)	
Krissy Patton		Ed.D. 2022 (2025 Teacher of the Year)	
Catrina Long		Ed.D. 2023	
Donna Poore		Ed.D. 2021	
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

Co-Chair , Promotion and Tenure (PTA)	Fall 2025 - Current
Member , CT Promotion and Contract Renewal Ad Hoc Committee	2025 – 2026
Member , Director's Advisory Council (Welcoming subcommittee)	Fall 2025 - Current
Member , PhD Core Committee	Fall 2025 - Current
Chair , 2-Year Contract Renewal Committee (Soo Bin Jang)	Fall 2024-Spring 2025
Member , IPTC (Bryan VanGronigen)	2024
Member , PhD Core Committee	2023 -2024, 2025-2026
Coordinator , SCA PhD Specialization Area	2022 – Fall 2023
Chair , CUSE	2021 - 2022
Member , Search Committee (CT Literacy/ELL/Social Studies)	SU2019, Fall 2022- SP2023
Member , Field-Based Instruction Committee	2020 - 2022
Member , Educational Leadership Portfolio Taskforce	2021 - 2022
Member , Faculty Affairs Committee	2011-12, 2014-15, Fall 2019
Co-Coordinator , SOE 2016-2017 Colloquium Series on Diversity, Equity, and Inclusion w/Rosalie Rolón-Dow	Fall 2015 – Spring 2017
Lead Field Instructor , Elementary Teacher Education Program	Fall 2015 – Spring 2016
Interviewer , Oral history interviews of Frank B. Murray w/Hampel	Winter 2014

College of Education and Human Development/Secondary Education Service

Member , Ad hoc Committee for Engaged Scholarship	2025 - Current
Member , Diversity Equity and Inclusion Committee	2024 - 2026
Member , Cross-University Coteaching Research Collaborative	2013 – 2019
Member and co-Founder , Equity Inquiry Group	Spring 2017- Summer 2019
Member , College Undergraduate Committee	Fall 2016 – Spring 2017
Member , Diversity, Inclusion, and Equity Committee	Fall 2016 – Spring 2017
Member , College Diversity Plan Task Force	Spring 2016
Member , Professional Development Committee	2015 – 2016
Member , Survey Task Force	2015 – 2016
Co-host , Diversity and Equity Brown Bag w/Rolón-Dow	Spring 2015
Member , Student Teaching Evaluation Revision	2010 – 2013

University Service

GUR Reviewer , Faculty Senate Research Committee	2026 - Current
Member , Search Committee Dean of CEHD	2026
Member , UD-Antiracist Initiative/Antisemitism	2024 - Current
Research Mentor , McNair Scholars Program (Geraldine Lara-Silva)	2023
Interim Chair , University Council of Teacher Education	Spring 2017 – Fall 2017
Diversity Scholar , Engaging Difference Faculty Group (CTAL)	2015 – 2016
Facilitator , Tools for Diverse and Inclusive Classrooms (CTAL)	January 2016
Panel Moderator , Policy and Practice Institute, DASL	June 2013

Research Mentor, McNair Scholars Program (Sharline Derosier) 2011 – 2012

State/City/Local Service

President, Board of Directors, Need in Deed, Philadelphia, PA 2025 - Current
Chair, Program and Partnership Committee (Need in Deed) 2023 - 2025
Consultant, Folkshul Jewish Children's Critical Service Learning 2022 - 2024
Professional Developer, Governor's Institute for School Leadership. 2021-2022
Presenter, Public webinar series: Reimagining school leadership to support student teachers. Delaware Academy of School Leadership (DASL). Summer 2021
Member, Critical Scholars Working Group (Bryn Mawr College) 2019 - 2022
Partnership Coordinator, Critical Service-Learning Collaborative [Warner Elementary (2018), Shue Middle (2022, 2023), Christina School District (2024) & Need in Deed] 2018 – 2024
Board Member, Need in Deed, Philadelphia, PA 2009 – Current
Placement Locator, Wilmington, DE 2010 – 2021
Equity Consultant/PD, Directed by PPE, Shue Medill School, Red Clay Consolidated School District, Newark, DE. Fall 2017 – Spring 2018
Equity Consultant/PD, Directed by Partnerships in Public Education (PPE) in collaboration with Peter Leida, Assistant Superintendent Colonial School District, New Castle, DE Summer 2018
Member, House Bill – 143 Working Group, DDOE Spring 2017
Council Member, TeachDE/PPE Spring 2017 – Fall 2017
Guest Lecture (single), Bryn Mawr University, Philadelphia, PA 2017, 2020
Panel Moderator, Alternative Education Forum, Philadelphia, PA March 2013
Member, Philadelphia Free School Philosophy Talk Group 2011 – 2012
Guest Lecture (series), Drexel University, Philadelphia, PA 2007 – 2014

National Service

Co-Founder, Critical Scholarship on Jewishness in Education (AERA) 2025 - Current
Member, International Advisory Board for *Studying Teacher Education* 2018 – Current
Proposal Reviewer, AERA/SIGs – *Action Research; Critical Educators for Social Justice; Service-Learning & Experiential Education* 2012 – 2022
Panelist, Council for the Accreditation of Educator Preparation 2013 – 2014
Participant, AERA Division K Annual Summit Fall 2011
Auditor, Teacher Education Accreditation Council 2010 – 2013
Panelist, Teacher Education Accreditation Council 2008 – 2013
Sr. Newsletter Editor, 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
Bloomsbury Press	2024 – Current

Honors

- **Fellow**, Antisemitism and Jewish Inclusion in Education, George Washington University, 2024
- **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