

Dr. Amy L. Tondreau

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(931) 221-7649

EDUCATION

Ed.D. in Literacy, Department of Curriculum and Teaching

Teachers College, Columbia University, New York, NY

May 2018

Sponsor: Dr. Maria Paula Ghiso

Masters of Education in Reading

Rhode Island College, Providence, RI

January 2012

Bachelor of Arts in Elementary Education and Communications

Boston College, Chestnut Hill, MA

May 2006

Summa Cum Laude

CERTIFICATION

Massachusetts Certification in Elementary Education, Grades 1-6 (Professional), February 2013

Reading Specialist, K-12 (Initial), February 2013

TEACHING EXPERIENCE

Assistant Professor

Undergraduate, MAT, and Reading Specialist Programs

Austin Peay State University

Clarksville, TN

August 2018 – Present

- EDUC 4010: Teaching the Language Arts K-6
- EDUC 4040: Teaching Social Studies K – 5
- RDG 5040: Expanding Literacy Across the Content Areas
- RDG 5361: Teaching Reading
- RDG 5860: Practicum in Literacy Development
- RDG 6051: The Art of Teaching Writing

Instructor

Literacy Specialist and Elementary Inclusive Programs

Teachers College, Columbia University

New York, NY

September 2014 – May 2018

- C&T 4132: Teaching and Learning in the Reading and Writing Classroom I

- C&T 4133: Teaching and Learning in the Reading and Writing Classroom II
- C&T 4200: Fieldwork in Curriculum and Teaching
- C&T 4502: Masters Action Research Project

Adjunct Instructor

School of Education, Department of Teaching, Learning, and Culture, City College of New York
New York, NY

August 2015 – June 2016

- EDCE 32300: Emergent to Fluent Literacy

Teaching Assistant

Literacy Specialist Program

Teachers College, Columbia University

New York, NY

September 2014 – May 2015

- C&T 4139: Constructing Critical Readers
- C&T 4200: Fieldwork in Curriculum and Teaching
- C&T 5520: Advanced Teaching of Writing: The Writer's Craft

Adjunct Instructor

Summer Literacy Clinic

Rhode Island College

Providence, RI

June 2013 – August 2013

- READ 629: Remedial Reading Clinic

Upper Elementary Classroom Teacher

Vincent Igo Elementary

Foxborough, MA

August 2006 – June 2013

PROFESSIONAL EXPERIENCE

Fieldwork Coordinator

Literacy Specialist Program

Teachers College, Columbia University

New York, NY

September 2017 – Present

- Developed and maintained relationships with the principals, cooperating teachers, and schools used for fieldwork placements
- Arranged fieldwork placements for all Literacy Specialist students each semester (approx. 20+)
- Worked with faculty to help staff supervision for all the interns; provided supervisors with guidelines to support consistent and state-of-the-art supervision
- Planned for and provided resources for students regarding certification, coursework, and career planning informational meetings
- Shared in responsibility for and assisted with program management and advising

Staff Developer

Teachers College Reading and Writing Project

New York, NY

September 2014 - Present

- Developed and implemented school-based professional development in literacy instruction
- Supported and coached teachers to differentiate instruction responsive to students' individual needs and to use and learn from systems of assessment
- Participated in research, curriculum development, and think-tank projects
- Contributed to the writing of Units of Study in Reading, grades 3-5

Supervisor

Literacy Specialist Program

Teachers College, Columbia University

New York, NY

September 2013 – May 2013, September 2016 - Present

- Observed intern's lessons and provided feedback in order to support effective instruction and foster reflective practice
- Provided feedback on weekly reflection logs to encourage professional conversation and growth
- Coordinated with interns, cooperating teachers, and other supervisors in order to set goals and facilitate the interns' experiences in their placement

Co-Director

Summer Literacy Clinic

Rhode Island College

Providence, RI

June 2013 – August 2013

- Organized and supervised a five-week literacy clinic for students grades 1 – 4 and a 6 week, 6 credit intensive course for M.Ed. Reading clinicians to address students' difficulties and effectively train clinicians for future professional responsibilities
- Managed all aspects of implementation by creating syllabus and lesson materials, monitoring daily operation of the clinic, and delivering instruction on literacy theories and methods
- Provided coaching for M. Ed. clinicians in administering and interpreting assessments, planning and delivering instruction in response to assessment results, and evaluating tutees' responses to instruction in order to develop the skills of both clinicians and students

AWARDS AND FELLOWSHIPS

Evalyn Edwards Milman Literacy Fellowship

PS 36

New York, NY

September 2013 – June 2014

- Provided coaching and support to kindergarten and fourth-grade teams in order to establish more effective literacy practices in the classroom
- Modeled demonstration lessons and facilitated meetings with teacher teams to support implementation of practices
- Analyzed student work collaboratively in order to develop data-driven instruction

Reading Rescue Fellow, Benedict Silverman Foundation

Teachers College Reading and Writing Project

New York, NY

September 2013 – June 2014

- Provided coaching and support to paraprofessionals and volunteer tutors in order to foster effective implementation of a one-on-one intervention program
- Supervised data collection and student progress in pilot schools to assess impact for students and diagnose any impediments to student progress
- Collaborated with site coordinators to plan and address needs at individual sites
- Delivered training to develop tutor capacity and foster fidelity of implementation

PUBLICATIONS

Tondreau, A. & Rabinowitz, L. (in press). Curation as a literacy practice: Bringing a critical lens to traditional field trip spaces. In A. VandeHei Carter & C. Clark (Eds.) *Multicultural curriculum transformation in literacy and language arts*. Lanham, MD: Lexington Books.

Tondreau, A. (2018). "I would never let my wife do that": Stories we tell to stay afloat. In S. A. Shelton, J. E. Flynn, & T. J. Grosland (Eds.), *Feminism and intersectionality in academia: Women's narratives and experiences in higher education*. New York, NY: Palgrave MacMillan.

Tondreau, A. & Rubmberger, A. (2016, Fall). Scripted curricula and restricted identities: The realities of teachers and students in an audit culture. *The English Record*, 66 (3).

PRESENTATIONS

Johnston, K., Tondreau, A., & Morphis, E. (2019, December). Reconceptualizing the Writing Process: Embracing 'Othered' Dimensions of Writing. Literacy Research Association, Tampa, FL.

Tondreau, A. & Rabinowitz, L. (2019, December). Time as a Normalizing Force: Navigating Individual Student Needs in Schooled Time. Literacy Research Association, Tampa, FL.

Flynn, J. E., Tondreau, A., Jones, S. P., & Barnes, M. (2019, December). Hidden and Suppressed Narratives: A Feminist, Intersectional Look at Women's Experiences in Academia. Literacy Research Association, Tampa, FL.

Cullen, K., Degener, S., Dussling, T. M., Gardiner, W., Hinman, T., Tondreau, A., Stevens, E. Y., White, K., & Wilson, N. (2019, December). Critical Literacy in Community: A Self-Study of Teacher Educators Across Contexts. Literacy Research Association, Tampa, FL.

Rabinowitz, L. & Tondreau, A. (2019, November). Inquiry Driven By Agency: Fostering Meaningful Literacy Inquiry Groups in Schools. National Council for the Teachers of English, Baltimore, MD.

Tondreau, A., Rabinowitz, L., Meyers, M., & Rumberger, A. (2018, November). Constructing and Deconstructing Post-Truth Ideology: The Role of Literacy Researchers. Literacy Research Association, Indian Wells, CA.

Tondreau, A. & Bruster, B. (2018, October). Technology Applications to Enhance Literacy and Social Studies Instruction. National Social Science and Technology Association, New Orleans, LA.

Rumberger, A., Tondreau, A., Rabinowitz, L., & Meyers, M. (2018, February). Carving Out Other Spaces for Agency and Resistance: Implications for Literacy Research. Eastern Educational Research Association, Tampa, FL.

Rumberger, A., Meyers, M., & Tondreau, A. (2017, February). Literacy and Identity: Social Constructs that Breathe Life Into One Another. University of Pennsylvania Graduate School of Education Ethnography in Education Research Forum, Philadelphia, PA.

Tondreau, A., Rumberger, A., & Meyers, M. (2016, December). Becoming: Three Studies of Literacy and Identity Across Spaces, Ages, and Theories. Literacy Research Association, Nashville, TN.

Shelton, S. A., Grosland, T., Lensmire, A., Flynn, J., & Tondreau, A. (2016, November). Beyond Our Inner Circles: Women Academics' Narratives of Challenge and Self-Advocacy. National Council of Teachers of English, Atlanta, GA.

Scala, R., Geschwind, V., Tondreau, A. & Martinelli, M. (2015, November). Bring students in to the conversation: Goal-setting, tool-making, and having fun. National Council of Teachers of English, Minneapolis, MN.

Rumberger, A. & Tondreau, A. (2015, April). Scripted curricula and restricted identities: The realities of teachers and students in an audit culture. Harvard Graduate School of Education, Cambridge, MA.

PROFESSIONAL ORGANIZATIONS

American Educational Research Association
International Literacy Association
Literacy Research Association
National Council of Teachers of English
Cheatham County Literacy Council
Mid-Cumberland Literacy Council
Literacy Association of Tennessee