

Laurie Rabinowitz

815 North Broadway
Saratoga Springs, NY 12866
LRabinowitz@skidmore.edu

EDUCATION

Doctor of Education in Curriculum and Teaching
Teachers College, Columbia University, New York, NY
Specialization: Teacher Education for Inclusive Schooling
Dissertation: *Perspectives of in-service educators prepared in inclusive teacher education programs on enactments of inclusion*
Advisor: Dr. Srikala Naraiian
Committee: Dr. Dirck Roosevelt, Dr. Thomas Hatch, and Dr. Ruth Vinz
February 2022

Master of Arts in Educational Leadership
Steinhardt College, New York University, New York, NY
Specialization: School Building Leadership
August 2013

Master of Science in Special Education and General Education
Hunter College, City University of New York, New York, NY
New York City Teaching Fellow, Cohort 16
Specialization: Learning Disabilities
July 2010

Bachelor of Arts in Art History
Barnard College, Columbia University, New York, NY
May 2008
cum laude

Study Abroad program in Art History
Reid Hall, Columbia University, Paris, France
Fall 2007

Study Abroad program in Visual Arts
Pont-Aven School of Contemporary Art, RISD, Pont-Aven, France
Summer 2005

PUBLICATIONS

BOOKS

Tondreau, A. & Rabinowitz, L. (2024). *Sustaining Cultural and Disability Identities in the Literacy Classroom, K-6*. Routledge.

PEER REVIEWED ARTICLES

- Rabinowitz, L., Tondreau, A., Walton, V.**, Augustus, K.**, Maltby, C.*, & Lavine, T.** (2024). Disability Sustaining Pedagogy: Literacy Instruction Informed by the Knowledge and Lived Experiences of Teachers with Disabilities. *Language Arts*, 101(3), 180-193. <https://doi.org/10.58680/la202432765>
- Newhouse, K. & Rabinowitz, L. (2023). “Why Did Devon Just Leave the Classroom?”: Disability Studies in Education-Informed Related Service Provision. *Excelsior: Leadership in Teaching and Learning*, 16(1), 82-93. <https://doi.org/10.14305/jn.19440413.2023.16.1.06>
- Rabinowitz, L. & Tondreau, A. (2022). The Intersection of Dysconscious Ableism and Niceness in Teachers’ Critical Readings of Characters with Disabilities in Picture Books. *The Dragon Lode (International Literacy Association)*, 41(1), 8-18. https://www.clrsig.org/uploads/1/1/5/0/115059369/tondreau___rabinowitz_-_dragonlode_-_fall_2022_-_41-1.pdf
- Rabinowitz, L. & Tondreau, A. (2022). Fostering Culturally Sustaining Practice and Universal Design for Learning: Digital Lesson Annotation and Critical Book Clubs in Literacy Teacher Education. *Contemporary Issues in Technology and Teacher Education– English*, 22(1), 26-62. <https://www.learntechlib.org/p/219584/>
- Rabinowitz, L. & Tondreau, A. (2021). Teacher Meetings to Support Critically Reading Children’s Literature. *Language Arts Journal of Michigan*. 36(2), 6-13. <https://doi.org/10.9707/2168-149X.2286>
- Tondreau, A. & Rabinowitz, L. (2020). Close Reading to Critically Read Disability Representation in Picture Books. *The Reading Teacher*. 74(5). 61-71. <https://doi.org/10.1002/trtr.2017>

*Student author.

**Teacher author.

BOOK CHAPTERS

- Rabinowitz, L. (2024). Disability in New York City schools and preparing teachers to work in them. In Mintz, S.B., & Fraser, G. (Eds.) *Placing disability: Personal essays of embodied geography*. (pp. 95-101). Palgrave Macmillan.
- Rabinowitz, L., Levy, S.*, & Salinas, D.* (2024). Antiracism in child development: Analyzing our own raced play experiences. In Zhou, M., Thompson, J. & Brown, T. (Eds.) *Antiracist research on K-12 education and teacher preparation: Policy making, pedagogy, curriculum, and practice* (pp. 61-86). Rowman & Littlefield.
- Tondreau, A., Rabinowitz, L., & Barnes, Z. (2022). Cross-pollinating teacher education: Anti-racist DisCrit curriculum development. In G. Martinez-Alba, L.J. Penton Herrera & A.A. Hersi *Anti-racist teacher education: Theory and practice* (81-100). Rowman & Littlefield.
- Tondreau, A. & Rabinowitz, L. (2021). Curation as a literacy practice: Bringing a critical lens to traditional field trip spaces In A. Vandhei Carter & C. Clark *Multicultural curriculum transformation in literacy and language arts: Foundations of multicultural education series* (pp. 35-57).

Lexington Books.

Rabinowitz, L. & Tondreau, A. (2021). Balancing Literacies: UDL/CSP-Infused Elementary Reading Instruction In C. McCray *Multifaceted strategies for social-emotional learning and whole learner education* (pp. 86-120). IGI Global.

*Student author.

**Teacher author.

MANUSCRIPTS IN PROGRESS

Rabinowitz, L. (anticipated 2026), Disability Studies in Education and Culturally Sustaining Pedagogy. *The Oxford Research Encyclopedia of Disability Studies*. Invited contribution.

Kopel, B.**, Rabinowitz, L., & Tondreau, A. (anticipated 2025)
Culturally Sustaining Pedagogy Informed by Jewish Literacies. *Journal for Multicultural Education*. Revise and resubmit.

Rabinowitz, L. & Tondreau, A. (anticipated 2025).
Deconstructing Representations of Reading Disability: Critical literacy Book Clubs for Literacy Specialists. *Oxford Review of Education*. Minor revisions.

*Student author.

**Teacher author.

MEDIA ACTIVITIES

Waitoller, F.R. (Host). (anticipated July, 2025). *Teaching informed by the expertise of neurodivergent and disabled educators w/ Dr. Laurie Rabinowitz, Dr. Amy Tondreau and Hannah Benson* [Audio podcast interview]. In *DiveIn: Diving into Special Education's Most Complex and Pressing Debates*.

Gonzalez, J. (Host). (anticipated June 8, 2025). Sustaining cultural and disability identities in the literacy classroom, K-6 w/ Dr. Amy Tondreau and Dr. Laurie Rabinowitz [Audio podcast interview]. In *Cult of Pedagogy*.

Ferguson, D., Tondreau, A., Rabinowitz, L. (2025), Why We Cannot Go Back to Basics. *Rethinking Schools*. <https://rethinkingschools.org/articles/why-we-cannot-go-back-to-basics/>

German, R. (Host). (2025, March 12). Sustaining cultural & disability identities in literacy w/Dr. Amy Tondreau and Dr. Laurie Rabinowitz (120) [Audio podcast interview]. In *Our Classroom*. Multicultural Classroom. <https://www.multiculturalclassroom.com/podcasts/our-classroom/episodes/2148995629>

FELLOWSHIPS/GRANTS/SCHOLARSHIPS/AWARDS

- 2025 Fellowship and Summer Institute on Antisemitism & Jewish Identity in Educational Settings, George Washington University, Washington, D.C.
- Skidmore College Sabbatical Enhancement Grant, 2025-26 Academic Year

- American Education Research Association (AERA) *Outstanding Book Award Nominee*, 2025
- Skidmore College Ad Hoc Grant to present at the National Council for Teachers of English Annual Meeting, 2024-25 Academic Year
- New York University Steinhardt *Dean's Alumni Advisory Board "Spirit of Steinhardt" Alumni Award Nominee*, 2024
- Mellon Foundation Grant for *Africana Studies and the Humanities at Skidmore College: Transnational Explorations in Social Justice Collaborative Student Faculty Research*, 2022-23 Academic Year
- Skidmore College Ad Hoc Grant to present at the American Education Research Association Conference, 2022-23 Academic Year
- *American Education Research Association Disability Studies in Education Special Interest Group Outstanding Dissertation Award Nominee*, 2022
- Teachers College Columbia University *Dr. Anne R. Gayles Felton Endowed Scholarship*, 2017-18 Academic Year
- Teachers College Columbia University *Diana Brewster Clark Fellowship*, 2015-16 Academic Year

CERTIFICATIONS

- New York State School Building Leader, April 2014
- New York State Professional, Students with Disabilities 1-6, September 2011
- New York State Professional, Students with Disabilities 5-9, September 2011
- New York State Professional, Childhood Education 1-6, September 2011
- New York State Professional, Middle Childhood Education 5-9, September 2011
- Initial Certificate Wilson Literacy, July 2008

TEACHING EXPERIENCE

UNIVERSITY LEVEL

Assistant Professor

Education Studies

Skidmore College

Saratoga Springs, NY

August 2022- Present

Critical Foundations of Special Education: Disability, Equity & Inclusion
Fall 2022, 2023, 2024; Spring 2023, 2024, 2025

Teaching Elementary Literacy
Spring 2023

Child Development and Learning
Fall 2022, 2023, 2024; Spring 2024

Senior Thesis in Education Studies
Spring 2024, 2025

Notable Capstones

Shiloh Hurley, *How Do the LGBTQ+ Identities of K-12 Educators Affect Their Sense of Safety in Their School Environments?*, Africana Studies and the Humanities at Skidmore Transnational Explorations in Social Justice Interdisciplinary: Racial Justice Student Award Winner, May 2024

Independent Learning

- **Anna Mathews**, *Internship on the Study and Illustration of Children's Literature Representing Characters with Intellectual Disabilities*, Spring 2023
- **Josh Torres**, *Independent Study in Emergent Literacy*, Spring 2023

Master's Thesis Advising (through Bank Street College Graduate School)

- **Charlotte Maltby**, *Using Affinity Spaces to Promote Asset-Based Perspectives of Neurodivergence in the Classroom*, May 2024
- **Bayla Kopel Oster**, *The Upstanders Curriculum: Sustaining Literacy, Identity, and Tradition in the Contemporary Lower Grade Classroom*, May 2023
- **Alexa Gershkowitz**, *Authentic Representation of Individuals with Significant and Multiple Disabilities: A Children's Book Representing My Younger Brother Jake*, May 2023

Instructor and Fieldwork Supervisor

Reading and Literacy

Bank Street College Graduate School of Education
New York, NY
September 2019- July 2022

Assessment and Instruction in Teaching Literacy to Children with Language and Learning Variations
Fall 2019, 2020, 2021; Spring 2020, 2021, 2022

Teaching Literacy in Elementary Grades (Grades 2-6)
Fall 2020, 2021

Approaches to Teaching Decoding to Diverse Learners
Spring 2020, 2021, 2022

Developmental Variations I
Summer 2020 (online)

Teaching Literacy Supervised Fieldwork and Advisement
Fall 2019, 2020; Spring 2020, 2021

Teaching Special Education Supervised Fieldwork and Advisement
Fall 2020, 2021; Spring 2021, 2022

Master's Thesis Advising

- **Alexandra Paddock**, *A Curriculum for Reimagining Obstacles: Recruiting Visual Literacy to Develop Critical Literacy Skills for Students with Language-Based Learning Variations*, May 2022
- **Marlena Cabrera**, *My Name is Jada Phillips: An Original Picture Book*, May 2022
- **Mia Cohen**, *Cultivating Identity and Community through a Culturally Responsive and Sustaining Pedagogical Lens*, May 2022
- **Joshua Barocas**, *Learning and Applying Cognitive Science of Word Reading*, August 2021
- **Samantha Segal**, *Reading Intervention Instruction: Teacher Tool for Planning Effective Student-Centered Instruction*, April 2021
- **Tabi Fink**, *The Role of Picture Books in Childhood Psychoeducation: Bibliotherapy for Pediatric Obsessive Compulsive Disorder*, April 2021
- **Katherine Augustus**, *Culturally Sustaining Pedagogy as a Lens for Fifth-Grade Fantasy Writing*, January 2020
- **Sandra Becker**, *It's Just Not Fair: A Story for Children to Learn About Equity*, April 2020

Adjunct Lecturer of Special Education

Hunter College, City University of New York
New York, NY

September 2012-July 2015; September 2017- July 2019

Inclusion for Students with Disabilities in General Education
Summer 2019 (1 section online; 1 section in-person)

Teaching Reading to Students with Learning Disabilities, Methods I
Fall 2018 (online/in-person hybrid)

Teach for America Supervised On-the-Job Practicum, Section 1
Fall 2012

Teach for America Supervised On-the-Job Practicum, Section 2
Fall 2013 (2 sections), 2014 (2 sections)

New York City Teaching Fellows Supervised On-the-Job Practicum, Section 2
Spring 2015, Spring 2018

Writing, Math and Organizational Strategies for Students with Learning Disabilities: Methods II
Spring 2015, Spring 2018 (online/in-person hybrid), Fall 2018

Classroom Management
July 2015 (online/in-person hybrid)

New York City Teaching Fellows Supervised On-the-Job Practicum, Section I
Fall 2017

Adjunct Lecturer
Steinhardt College, New York University
Special Education
New York, NY
January 2018- May 2019

Instructional Strategies for Supporting Diverse Learners in Early Childhood Settings II
Fall 2018

Principles and Strategies for Teaching Students with Mild to Moderate Disabilities I
Fall 2018

Learning Environments, Behavior and Students with Disabilities
Spring 2018 (graduate), Fall 2019 (undergraduate)

Adjunct Associate Lecturer
Barnard College, Columbia University
Education Program
New York, NY
September 2017- May 2019

Arts and Humanities in the City
Spring 2019

Math and the City
Fall 2018

Elementary Student Teaching in Urban Schools
Fall 2017

Adjunct Lecturer
Long Island University
Brooklyn, NY
July 2019

Perspectives on Disability
July 2018

Instructor

Teachers College, Columbia University
Elementary Inclusive Education, Critical Special Education
New York, NY
September 2014- December 2015

Curriculum Theory and History
Spring 2016

Advanced Practicum in Teaching Students with Disabilities
Fall 2014 (co-facilitator)

Student Teaching Supervisor
Spring 2014, Fall 2015

Teaching Assistant

Teachers College, Columbia University
New York, NY
July 2014- May 2015

Disability, Exclusion, and Schooling
Summer 2014

Curriculum Theory and History
Fall 2014, Spring 2015

- Participated in the Course Staff Model for pedagogical preparation of doctoral students
- Participated in Teachers College Workshop on College Teaching

Teaching Assistant

International Center for Photography
New York, NY
September 2009- December 2009

Portrait and Landscape Photography

PRIMARY LEVEL

Special Education Teaching Support Services Provider and Special Education Coordinator (Pre K- 5)

Public School 38
New York, NY
September 2012- June 2013

Special Educator (Gr. 4)

Public School 38
New York, NY

September 2008- June 2012

Summer School Instructor (Gr. 4)

Public School 146
New York, NY
July- August 2012

Summer School Instructor (Gr. 3)

Public School 96
New York, NY
July- August 2011

Student Teacher (Gr. 2)

Public School 161
New York, NY
July- August 2008

EDUCATIONAL LEADERSHIP

Administrative Coordinator

Graduate Writing Center, Office of Student Affairs
Teachers College, Columbia University
September 2017- October 2018

- Co-coordinated team of six graduate writing consultants and two office assistants.
- Facilitated professional development on pedagogical practices and graduate level writing instruction.
- Planned and delivered monthly university-wide workshops on graduate level writing including literature reviews, APA style, concept mapping, conference presentations, goal setting and reading responses.
- Utilized facilitative leadership tactics to co-deliver staff meetings.

Director of Instruction

Citizens of the World Charter School
Williamsburg, NY
June 2015- July 2017

- Coached new teachers in responsive classroom practices and instructional delivery for inclusive practices.
- Led school-based curriculum design team.
- Facilitated weekly professional development to staff of 40 faculty members in a variety of topics including literacy instruction and data collection/analysis.
- Reviewed and provide feedback on weekly lesson plans for faculty of 40.
- Facilitated school-based race and equity trainings.
- Interviewed and observed demo lessons of potential incoming staff members.
- Collaborated with school-based leadership team on school goals and learning initiatives.
- Facilitated family sessions on understanding the common core and state testing.

- Coordinated New York State Standardized testing.
- Supervised and collaborated with grade level leaders on curriculum design and implementation.
- Designed and implemented school-based systems including promotion-in-doubt, report cards, scheduling, data collection, unit plan design, and curriculum mapping.
- Supported outside consultants in providing targeted professional development.

Teacher Development Coach

New York City Teaching Fellows

Middle School 218

New York, NY

June- July 2013

- Instructed 12 new teaching fellows in seminars on lesson planning and instructional implementation
- Designed and implemented targeted intervention according the ability level of each teaching fellow
- Performed daily observations of fellows' instructional delivery
- Provided immediate, rubric-based feedback and suggestions for growth
- Modeled high-quality teaching strategies and provided opportunities for fellows to practice strategies both inside and outside of the classroom
- Facilitated workshops on providing culturally responsive instruction
- Taught collaboratively with another Teacher Development Coach to model effective co-teaching strategies

EDUCATIONAL CONSULTING

Dissertation Coaching

Summer 2024

- Ryan Suspanic, Doctoral Candidate; Teachers College, Columbia University

Professional Development Provider

KIPP Freedom Elementary School

Bronx, New York

Spring 2021, Fall 2021

Professional Development Provider

Tewksbury Township Schools

Tewksbury, NJ

Fall 2020, Spring 2021

Professional Development Provider

Barnard College

New York, NY

Fall 2017, Fall 2018, Spring 2019

- Facilitated workshop providing student teachers with an overview of the Individualized Education Plan process.

Professional Development Provider

Public School 84
New York, NY
2018-19 Academic Year

On-Site Educator Coach

Hunter College Lab School, Public School/Middle School 7
New York, NY
October 2017- June 2019

- Create individualized coaching plans based on teacher input and classroom observation.
- Prepare weekly coaching sessions tailored to individual teacher goal setting.
- Support first year teacher in classroom management by using a positive framing approach to understanding student behavior.
- Support a veteran teacher in delivering instruction to a class with diverse learning needs by collaborating to design UDL literacy unit plans.
- Facilitate professional development to interest group on pro-social classroom environments.

Curriculum Designer

Citizens of the World Charter Schools of New York
New York, NY
Summer 2017

- Used Common Core Learning Standards and New York State Social Studies content standards to design a third through fifth grade Social Studies scope and sequence.
- Using an inquiry approach to instructional design, wrote eight Social Studies unit plans including suggested lessons and assessments.
- Embedded New York State Literacy Test Readiness instruction into yearlong S.S. curriculum mapping and individual unit plans.

INVITED TALKS

Rabinowitz, L., Tondreau, A. & Maltby, C.**. (anticipated 2025, December). *Disability Sustaining Pedagogy (DSP) as a partner to Culturally Sustaining Pedagogy (CSP) infused literacy instruction*. In Literacy Research Association (LRA) Critical/Culturally Sustaining Study Group. Las Vegas, Nevada.

Tondreau, A. & Rabinowitz, L. (anticipated 2025, June 3). *A book talk on Sustaining Cultural and Disability Identities in the Literacy Classroom*. In Teachers College Columbia University Curriculum and Teaching Literacy Supports. New York, NY (held online).

Ferguson, D., Rabinowitz, L. & Tondreau, A. (2025, April 26). *Close reading of “Why We Cannot Go Back to Basics.”* In National Council for Teachers of English

- (NCTE) Tucson Teachers Applying Whole Language Close Reading Group. Tucson, Arizona (held online).
- Tondreau, A. & Rabinowitz, L. (2025, April 29). *A book talk with Amy Tondreau and Laurie Rabinowitz moderated by Dr. Amy Stuart Wells*. In Bank Street College Library Salon. New York, NY (held online).
- Tondreau, A. & Rabinowitz, L. (2024, December 3). *A Q&A w/ Amy Tondreau and Laurie Rabinowitz*. In Illinois State University Elementary Education and Literacy Program. Normal, IL (held online).
- Tondreau, A. & Rabinowitz, L. (2024, November 16). *A book talk with authors Amy Tondreau and Laurie Rabinowitz*. In Rejuvenating our Praxis: Sharing Critical Hope Conference, Teachers College Columbia University. New York, NY.
- Tondreau, A. & Rabinowitz, L. (2024, November 12). *A conversation with authors Amy Tondreau and Laurie Rabinowitz*. Center for Social Science Scholarship at University of Maryland Baltimore County. Baltimore, Maryland.
- Rabinowitz, L. (2024, March 20). *Debating the science of elementary reading instruction*. In Skidmore College After Class. Office of Alumni Engagement. Saratoga Springs, NY.
- Rabinowitz, L. & Grady-Willis, W. (2023, October 15). *Film screening: Right to Read with panel discussion*. In Saratoga Educational Equity Network and Friends of Saratoga Public Library, Saratoga Book Festival. Saratoga Springs, NY.
- Rabinowitz, L. & Augustus, K.** (2021, December). *Using Culturally Sustaining Pedagogy to Modify Pre-existing Literacy Instructional Programs* [Culturally Sustaining Literacy Pedagogy Study Group Workshop]. Literacy Research, Association, Atlanta, Georgia.

*Student presenter.

**Teacher presenter.

CONFERENCE PRESENTATIONS

- Rabinowitz, L. & Tondreau, A. (anticipated 2025, July 15). *Sustaining disability identities amidst political turmoil* [Workshop]. Reimagining Education Summer Institute (RESI). New York, NY.
- Tondreau, A. & Rabinowitz, L. (anticipated 2025, July 3). [Paper Session]. International Study Association on Teachers and Teaching (ISATT). Glasgow, Scotland.
- Tondreau, A. & Rabinowitz, L. (2024, December 4). *Disability sustaining pedagogy in elementary literacy instruction* [Paper Session]. Annual Literacy Research Association Conference. Atlanta, GA.
- Rabinowitz, L., Tondreau, A., Mann, L.**, Jacob, S., Mohamed, H.**, Paddock, A.** & Maltby, C.** (2024, November 22). *Disability as a cultural identity: Fostering changemakers through cultural and disability sustaining literacy* [Panel discussion]. National Council for Teachers of English Annual Meeting, Boston, MA.
- Tondreau, A., Rabinowitz, L., Andrusik, K., Walton, V.**, Rice, L.**, & Lavine, T.** (2024, November 7). *Disability sustaining pedagogy: Neuroaffirming teaching*

- based on the insights of neurodiverse elementary educators* [Quick Chat]. 2024 Teacher Education Division (TED) of the Council for Exceptional Children Conference. Pittsburgh, PA.
- Rabinowitz, L., Brown, S.*, Siddiqui, A.*, & Xu, S.* (2024, November 8). *Empowering novice educators: Book clubs as a pathway to disability identity fluency in the undergraduate classroom* [Roundtable]. New York State Association of Teacher Educators Conference, Saratoga Springs, NY.
- Tondreau, A. & Rabinowitz, L. (2024, June 25). *Sustaining cultural and disability identities in primary literacy classrooms* [Paper session]. 23rd European Conference on Literacy and the 7th Panhellenic Literacy Conference. Chania, Greece.
- Rabinowitz, L., Levy, S.*, & Salinas, D.* (2024, April 14). *Leaving dolls behind and deflecting bullets: Decategorizing children's play through an intersectional approach* [Paper on panel]. American Education Research Association Annual Meeting, Philadelphia, PA.
- Rabinowitz, L., Tondreau, A., Lavine, T.**, Maltby, C.*, Walton, V.*, & Rice, L.* (2024, April 12). *Disability sustaining pedagogy: Elementary school literacy teaching based on the insights of teachers with disabilities* [Panel discussion], American Education Research Association Annual Meeting, Philadelphia, PA.
- Tondreau, A., Rabinowitz, L., Mann, L.**, Jacob, S., Mohamed, H.**, & Paddock, A.** (2023, November 19). *Cross-pollinating culturally and disability sustaining pedagogies in literacy: Examples from elementary classrooms* [Panel discussion], National Council for Teachers of English Annual Meeting, Columbus, OH.
- Rabinowitz, L., Salinas, D.*, & Levy, S.* (2023, October 27). *Antiracism in child development: Analyzing our own raced play experiences* [Roundtable]. New York State Association of Teacher Educators Conference, Saratoga Springs, NY.
- Rabinowitz, L. & Augustus, K.** (2023, April 16). *Fifth-graders as disruptors: Culturally sustaining pedagogy in the fantasy writers workshop* [Paper session]. American Education Research Association Annual Meeting, Chicago, Illinois.
- Rabinowitz, L., Tondreau, A., Augustus, K.**, Maltby, C.*, Lavine, T.**, & Walton, V.** (2023, March 29). *Disability sustaining pedagogy: Lessons from teachers with disabilities for teacher educators* [Panel discussion]. Association of Teacher Educators, Jacksonville, Florida.
- Rabinowitz, L. (2023, March 28). *Perspectives of in-service educators prepared in inclusive teacher education programs on enactments of inclusion* [Paper session]. Association of Teacher Educators, Jacksonville, Florida.
- Paddock, A.**, Rabinowitz, L. & Tondreau, A. (2022, November 19). *Representing ourselves and our dreams: Remixing visual media with an eye towards criticality* [Workshop]. National Council for Teachers of English Annual Convention, Anaheim, California.
- Rabinowitz, L., & Augustus, K.** (2022, October 28). *Rewriting the fantasy genre: Culturally relevant and sustaining pedagogy in a fifth-grade writers' workshop* [Roundtable]. New York State Association of Teacher Educators (NYSATE) Fall 2022 Conference, Saratoga Springs, NY.
- Rabinowitz, L., & Tondreau, A., (2022, October 27). *Remixing for a Better Future:*

- Evaluating Leveled Readers with a Critical Lens* [Paper session]. New York State Association of Teacher Educators (NYSATE) Fall 2022 Conference, Saratoga Springs, NY.
- Tondreau, A., Rabinowitz, L. & Barnes, Z. (2022, April). *Cross-pollination through collaboration: Culturally sustaining pedagogy/Universal Design for Learning lesson planning across methods courses* [Paper session]. American Education Research Association Annual Meeting, San Diego, California.
- Rabinowitz, L. & Tondreau, A. (2021, December). *Deconstructing representations of reading disability: Critical literacy book clubs for literacy specialists* [Paper session]. Literacy Research Association Annual Conference, Atlanta, Georgia.
- Rabinowitz, L. & Tondreau, A. (2021, October). *Remixing visual art using critical visual literacy* [Workshop]. Anti-Racist Language Teaching: Bank Street Graduate School of Education Language Series (held online).
- Rabinowitz, L. & Tondreau, A. (2021, April). *Using Disability Studies to critically close read children's literature* [Paper session]. American Educational Research Association Annual Meeting (held online).
- Tondreau, A. & Rabinowitz, L. (2020, December). *Balancing literacies: A Universal Design for Learning approach to culturally sustaining elementary reading instruction* [Paper session]. Literacy Research Association Annual Conference, Houston, TX (held online).
- Rabinowitz, L. & Tondreau, A. (2020, November). *A new song of inclusion: Culturally sustaining literacy practices and UDL* [Workshop.]. National Council for the Teachers of English Annual Convention, Denver, CO (held online).
- Rabinowitz, L. & Tondreau, A. (2020, October). *Postmodern picture books as an invitation to critical writing pedagogy* [Workshop]. Anti-Racist Language Teaching: Bank Street Graduate School of Education Language Series (held online).
- Tondreau, A. & Rabinowitz, L. (2019, February). *Establishing community and connection for teacher educator-activists* [Workshop]. American Association of Colleges for Teacher Education, Atlanta, GA.
- Tondreau, A. & Rabinowitz, L. (2019, December). *Time as a normalizing force: Navigating individual student needs in schooled time* [Roundtable]. Literacy Research Association, Tampa, FL.
- Rabinowitz, L. & Tondreau, A. (2019, November). *Inquiry driven by agency: Fostering meaningful literacy inquiry groups in schools* [Panel discussion]. National Council for the Teachers of English Annual Convention, Baltimore, MD.
- Rabinowitz, L. & Meyers, M. (2019, July 15). *Rubrics, checklists, scorecards, and other "Tools" for assessing the cultural responsiveness of school curriculum* [Workshop]. Reimagining Education: Teaching and Learning in Racially Diverse Schools, New York, NY.
- Tondreau, A., Rabinowitz, L., Rumberger, A. (2018, November 30). *Constructing and deconstructing post-truth ideology: The role of literacy researchers* [Panel discussion]. Presentation at Literacy Research Association, Indian Wells, CA.
- Rabinowitz, L. (2018, July 16). *Intersections of ableism and racism in class management* [Workshop]. Presentation at Reimagining Education: Teaching

- and Learning in Racially Diverse Schools, New York, NY.
- Rumberger, A., Rabinowitz, L., M., Tondreau, & Meyers, M. (2018, February 8). *Carving Out Other Spaces for Agency and Resistance: Implications for Literacy Research* [Paper discussion]. Eastern Education Research Association 2018 Annual Conference, Clearwater, FL.
- Rumberger, A., Meyers, M., & Rabinowitz, L. (2016, March 25). *Reciprocal coaching for close reading practices* [Paper session]. Harvard Graduate School of Education Student Research Conference, Cambridge, MA.
- Meyers, M., Rumberger, A. & Rabinowitz, L.M. (2016, March). *Close reading for critical literacy: Addressing CCSS progressively* [Workshop]. New York Collective of Radical Educators, New York, NY.
- Meyers, M., Rumberger, A. & Rabinowitz, L.M. (2015, March). *From critique to reconstruction: Empowering students through literacy* [Workshop]. New York Collective of Radical Educators, New York, NY.
- Rabinowitz, L.M. & Rose, C. (2014, March). *The disabling nature of non-inclusive classrooms* [Workshop]. New York Collective of Radical Educators, Brooklyn, NY.

*Student presenter.

**Teacher presenter.

SERVICE ACTIVITIES

- Member, Skidmore College Curriculum Committee, September 2024- May 2025
- Professional Development Presenter, Intensive Reading Instruction Cohort, Baltimore Public Schools, April 2025
- Proposal Reviewer, Disability Studies in Education Special Interest Group Conference, American Education Research Association 2025 Annual Conference, August 2024, 2025
- Consultant on School Start Times and Busing, Saratoga Springs City School Board, December 2024
- Respondent, National Council for Teachers of English, The Future Is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers, November 2024
- Faculty Essay/Reflection Writer, Skidmore College First Year Experience Summer Reading, June 2024
- Member, Skidmore College Education Studies Advisory Board, September 2022-Present
- Member, Barnard College Education Program Advisory Board, September 2019- 2024
- Session Discussant and Chair, American Education Research Association 2023 Annual Conference, April 2023
- Session Discussant and Chair, American Education Research Association 2022 Annual Conference, April 2022
- Mentor, Barnard Education Studies Beyond Barnard Internship Program, June 2022- December 2022
- Journal Reviewer, Bank Street Occasional Paper Series, April 2020
- White Paper Reader, Investing in the Birth-to-Three Workforce, Bank Street College

of Education White Paper, Fall 2019
Conference Proposal Reviewer, 2020 Castle Conference
New York State Stakeholder, New York State Culturally Responsive-Sustaining
Education Framework, 2019
Conference Proposal Reviewer, Literacy Research Association 2019 Annual
Conference
Session Chair, American Education Research Association 2019 Annual Conference,
April 2019
Session Discussant, American Education Research Association 2019 Annual
Conference, April 2019
Doctoral Student Mentor, Teachers College Department of Curriculum and Teaching,
2018-19 Academic Year
Conference Proposal Reviewer, Eastern Education Research Association 2019 Annual
Conference, Feb. 2019
Session Chair, Eastern Education Research Association 2018 Annual Conference, Feb.
2018
Co-President, Barnard College Class of 2008 Alumnae Council, 2018- 2022
Class Correspondent, Barnard College Class of 2008 Alumnae Council, 2012-2018
Vice President, Barnard College Class of 2008 Alumnae Council, 2008-2012
Volunteer Camp Counselor, Camp Mak-A-Dream, Gold Creek, Montana, August 2010

PROFESSIONAL ACTIVITIES

- Mellon Foundation Racial Justice Teaching Challenge, Spring 2023
- Mellon Foundation Funded Racial Segregation and Integration in the U.S.
Learning Community, Skidmore College, Fall 2022
- Descriptive Review Institute, Bennington College, Vermont, July 2019
- Facilitative Leadership Training Part I, New York University Metro Center, New
York, August 2016
- Spanish Language Immersion, El Proyecto Linguistico Quetzalteco, Guatemala,
August 2012

PROFESSIONAL ASSOCIATIONS

- American Education Research Association, 2018-Present
- National Council for Teachers of English (NCTE), 2018-Present
- New York State Association for Teacher Educators (NYSATE), 2022-Present
- Literacy Research Association (LRA), 2018- 2022
- Professional Staff Congress, CUNY, 2014-2018
- Educators 4 Excellence, 2012-2018
- United Federation of Teachers, 2008-2012

PROFESSIONAL QUALIFICATIONS

Languages: Proficient in French; Basic Knowledge of Spanish