

CURRICULUM VITAE

AMY TONDREAU

amytondreau@umbc.edu

EDUCATION

Ed.D.	2018	Teachers College, Columbia University, Curriculum and Teaching (Literacy)
M.Ed.	2012	Rhode Island College, Reading
B.A.	2006	Boston College, Elementary Education and Communications, <i>Summa Cum Laude</i>

Experience in Higher Education

2022 – Present	University of Maryland, Baltimore County, Assistant Professor, Elementary Literacy
	<ul style="list-style-type: none">• EDUC 419/699: Assessment for Reading Instruction• EDUC 416/615: Children’s Literature• EDUC 417/607: Processes and Acquisition of Reading• EDUC 650: Education in Cultural Perspective
2018 – 2022	Austin Peay State University, Assistant Professor, Literacy
	<ul style="list-style-type: none">• RDG 4010: Teaching the Language Arts K – 6• RDG 4050: Literature for Children• RDG 5040: Expanding Literacy Across the Content Areas• RDG 5361: Teaching Reading• RDG 5860: Practicum in Literacy Development (<i>Action Research Capstone</i>)• RDG 5890: Teaching Reading in Secondary Schools• RDG 6051: The Art of Teaching Writing• EDUC 4040: Teaching Social Studies K – 5
2014 – 2018	Teachers College, Columbia University, Instructor, Supervisor/Field Work Coordinator, Literacy Specialist and Elementary Inclusive Programs
	<ul style="list-style-type: none">• 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
2015 – 2016	City College of New York, Adjunct Instructor
	<ul style="list-style-type: none">• EDCE 32300: Emergent to Fluent Literacy

- 2013 Rhode Island College, Literacy Clinic Co-Director
- READ 629: Remedial Reading Clinic

Experience in Other than Higher Education

- 2014 – 2018 Teachers College Reading and Writing Project,
Staff Developer and Writer
- 2006 – 2013 Vincent Igo Elementary School, Elementary
Classroom Teacher

Honors Received

- 2025 – 2026 Breaking the M.O.L.D. Leadership Program, Cohort 4
2025 Nominee, AERA Outstanding Book Award
2024 Magis Medal Winner, Alpha Sigma Nu Honor Society
2023 Affiliate Language, Literacy, and Culture Faculty
Membership
2022 Nominee, Arthur Applebee Award for Excellence in
Research on Literacy
2022 Regular Graduate Faculty Membership
2021 Positive Female Role Model Appreciation Award, Student
Tennessee Education Association

Research Support and Fellowships

- 2025 – 2026 \$1,000 Undergraduate Research Award (Student
Mentor)
- 2024 – 2025 \$2,000 Dresher Center Scholarly Development Fund
- 2023 – 2024 \$50,000, UMBC Sherman Center Faculty Research
Award, Co-P.I.
\$3,000 Association of Literacy Researchers Teacher
Education Research Grant, Co-P.I.
- 2022 – 2023 \$49,965, UMBC Center and Institute Departmentally-
Engaged Research (CIDER) Solicitation, Co-P.I.
\$21,863.53 UMBC Charlesmead Initiative for Arts
Education, P.I.
\$6,000, UMBC Summer Research Faculty Fellowship,
Faculty Fellow
\$3,000, Baltimore Field School 2.0, Faculty Fellow
\$20,000, UMBC Charlesmead Initiative for Arts
Education, P.I.
- 2021 – 2022 \$3,900, Austin Peay State University Student
Academic Success Initiative Grants, P.I.
- 2013 – 2014 \$5,000, Evalyn Edwards Milman Literacy
Fellowship, Literacy Fellow
- 2014 – 2015 \$5,000, Benedict Silverman Foundation,
Reading Rescue Fellow

Ph.D. Students

Priya Rajasagi, May 2025, Information Systems, Member

Kara Seidel, Language, Literacy, and Culture, ABD, Member

Kyle Goehner, Language, Literacy, and Culture, ABD, Member

Elaine MacDougall, Language, Literacy, and Culture, ABD, Member

PUBLICATIONS, PRESENTATIONS, AND CREATIVE ACHIEVEMENTS

Publications

Peer Reviewed Works

Books

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

<https://www.routledge.com/Sustaining-Cultural-and-Disability-Identities-in-the-Literacy-Classroom-K-6/Tondreau-Rabinowitz/p/book/9781032247991>

Articles

Tondreau, A., Kline, S., Kang, G., Yang, S., Chen, X., Wall, A., Ikpeze, C., Kaosayapandhu, M., Tracy, K., Smetana, L., Scales, R. (2025, forthcoming). Illuminating Discourses of Disruption: Teacher Candidates' Personal Writing Experiences as Potentially Subversive, *English Education*.

Balmann Bollinger, C. M., Hickey, P. J., DeFauw, D. L., Gardiner, W., **Tondreau, A.**, Assaf, L. C., McQuitty, V. (2025, forthcoming). Teacher Educators Revise More than Writing. *Language Arts*.

Tondreau, A. (2024). Using Postmodern Picture Books as Mentor Texts for Critical Writing Pedagogy. *Language Arts*, 102(1), 7-19.

<https://doi.org/10.58680/la202410217>

Lammert, C., **Tondreau, A.**, Chen, X., Hylton, R., O'Brien, L., & Yang, S. (2024). "Close to my Heart": Narrative Inquiry into Teacher Educators Building Racial Literacy in Initial Teacher Preparation. *Literacy Research: Theory, Method, and Practice*.

<https://doi.org/10.1177/23813377241286035>

Yang, S. & **Tondreau, A.** (2024). Playful literacy learning in preservice teacher education: Culturally sustaining pedagogy with picture books, playdough, poetry, and prose. *Journal of Literacy Innovation*, 9(2), 74-94.

Tondreau, A., Gardiner, W., Hinman, T., Dussling, T. M., Stevens, E. Y., White, K., Degener, S., & Wilson, N. S. (2024). Disrupting Niceness in Literacy Teacher Education: Non-linear Trajectories Toward Culturally Relevant Pedagogy. *Journal of Teacher Education*, 76(2), 146-159.

<https://doi.org/10.1177/00224871241263337>.

White, K. L., Degener, S., **Tondreau, A.**, Gardiner, W., Hinman, T. B., Dussling, T. M., Stevens, E. Y., & Wilson, N. S. (2024) Nice girls like us: Confronting white liberalism in teacher education and ourselves. *Education Sciences (special issue)*, 14(6). <https://www.mdpi.com/2227-7102/14/6/610>

Chen, X., **Tondreau, A.**, Lammert, C., Hylton, R., Chhabra, P., Goins, M., Yang, S., O'Brien, L., Arya, P., Appleget, C. (2024). A Critical Analysis of Novice Teachers' Knowledge of Racial Literacy. *Literacy Research and Instruction*, 64(3), 341-363. <https://doi.org/10.1080/19388071.2024.2329884>

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), 178-191. <https://doi.org/10.58680/la202432765>

Hinman, T. B., Stevens, E. Y., Dussling, T. M., Wilson, N. S., **Tondreau, A.**, Gardiner, W., White, K., & Degener, S. (2023). Committing to anti-bias anti-racist teaching: From activity to habits of mind. *Excelsior: Leadership in Teaching and Learning*, 15(1), 3-20.

Tondreau, A. & Rabinowitz, L. (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.

Gardiner, W., Hinman, T. B., **Tondreau, A.**, Degener, S., Dussling, T., Stevens, E. Y., Wilson, N., & White, K. (2022). When "Nice" Isn't: Confronting Niceness and Whiteness to Center Equity in Teacher Education. *Action in Teacher Education*. <https://doi.org/10.1080/01626620.2022.2158390>

Tondreau, A. & Johnston, K. (2022). Inquiry-based teacher writing groups as sites for professional learning and restorying identities. *The Teacher Educator*, 58(1), 72-90. <https://doi.org/10.1080/08878730.2022.2107130>

Rabinowitz, L., & **Tondreau, A.** (2022). Fostering culturally sustaining practice and universal design for learning: Digital annotation and critical book clubs in literacy teacher education. *Contemporary Issues in Technology and Teacher Education – English*, 22(1), 26-62. <https://citejournal.org/volume-22/issue-1-22/english-language-arts/fostering-culturally-sustaining-practice-and-universal-design-for-learning-digital-lesson-annotation-and-critical-book-clubs-in-literacy-teacher-education/>

Cannon, N., Robinson, Z., & **Tondreau, A.** (2022). Counternarratives of Resistance in Preservice Teacher Education. *Dialogues in Social Justice:*

An Adult Education Journal, 7(1), Article R1274.
<https://journals.charlotte.edu/dsj/issue/view/103>

Tondreau, A. & Rabinowitz, L. (2021). Analyzing Representations of Individuals with Disabilities in Picture Books. *The Reading Teacher*, 75(1), 61-71. <https://doi.org/10.1002/trtr.2017>

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., White, K., Gardiner, W., Stevens, E.R., Dussling, T.M., Hinman, T., Degener, S., & Wilson, N.S. (2021). (Be)coming Critical Teacher Educators: Collaborative Self-Study Across Contexts. *Studying Teacher Education*, 17(3), 1-19.
<https://doi.org/10.1080/17425964.2021.1946389>

Tondreau, A. & Rumberger, A. (2016). Scripted curricula and restricted identities: The realities of teachers and students in an audit culture. *The English Record*, 66(3). <https://www.nysecteach.org/New-York-State-English-Council/wp-content/uploads/2022/08/NYSEC-The-English-Record-FallWinter-2016.pdf#page=8>

Chapters in Books

Stevens, E. Y., White, K., Dussling, T., Wilson, N., **Tondreau, A.**, Gardiner, W., Hinman, T. B., & Degener, S. (2023). Collaboratively cultivating critical racial literacy practices for teacher education. In Cameron-Standerford, A., Bergh, B., & Edge, C.U. (Eds.), *Pausing at the Threshold: Opportunity Through, With, and For Self-Study of Teacher Education Practices*. EdTech Books.
<https://equitypress.org/pausing-at-the-thres/collaboratively-cultivating>

Tondreau, A., Rabinowitz, L., & Barnes, Z. (2022). Cross-Pollinating Teacher Education: Antiracist DisCrit Curriculum Development. In Ruan, J., Hersi, A., & Martinez-Alba, G. (Eds.) *Antiracist Teacher Education: Theory and Practice, Volume 1*, (pp. 81-99). Rowman & Littlefield.

Tondreau, A. & Barnes, Z. (2022). Mentoring and being mentored in an age of social media connection and instant gratification. In Mackinem, M., Bagasra, A., & Ritter, L. (Eds.), *The Changing Faces of Higher Education: From Boomer to Millennial*, (pp. 43-57). Vernon Press.

Tondreau, A. & Barnes, Z. (2021). Embedding Children's Literature in Teacher Preparation. In D. Hartsfield (Ed.), *Handbook of Research on Teaching Diverse Youth Literature to Pre-Service Professionals*, (pp. 501-524). IGI Global.

Tondreau, A. & Rabinowitz, L. (2021). 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*, (pp. 35-57). Lexington Books.

Tondreau, A., White, K., Stevens, E. Y., Dussling, T. M., Wilson, N.S., Hinman, T., Gardiner, W., Degener, S., & Cullen, K. (2020). Strength in numbers: A collaborative self-study of critical literacy across teacher education contexts. In Edge, C.U., Cameron-Standerford, A. & Bergh, B. (Eds.), *Textiles and tapestries: Self-study for envisioning new ways of knowing*. EdTech Books.

https://edtechbooks.org/textiles_tapestries_self_study

Rabinowitz, L. & **Tondreau, A.** (2020). Balancing literacies: A UDL approach to culturally sustaining elementary reading instruction. In C. McCray (Ed.), *Multifaceted strategies for socioemotional learning and whole learner education* (pp. 86-120). IGI Global.

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*, (pp. 15-23). Palgrave MacMillan.

Reviews

Pruitt, S. (2024). Book Review: Sustaining Cultural and Disability Identities in the Literacy Classroom, K-6. *Teachers College Record*.

Donovan Scane, C. (2024). Highlighting the intersections to amplify Disability Sustaining Pedagogy. *Language Arts*, 101(3), 194-198.

<https://doi.org/10.58680/la202432766>

Non-Peer-Reviewed Works

Tondreau, A. (2018). *Teachers as Writers: A Case Study of a Teacher Writing Group*. [Doctoral dissertation]. ProQuest at Teacher College, Columbia University.

Works Submitted or In Preparation

Articles

Rabinowitz, L. & **Tondreau, A.** (*Revisions submitted*). Deconstructing Representations of Reading Disability: Critical Literacy Book Clubs for Literacy Specialists. *Oxford Review of Education*.

Oster, B., Rabinowitz, L., & Tondreau, A. (*In revision*). Culturally Sustaining Pedagogy Informed by Jewish Literacies, *Journal for Multicultural Education*.

Tondreau, A. & Yang, S. (*Manuscript submitted*). Introducing AsianCrit to Elementary Teachers: Exploring Asian American Picture Books to Foster Culturally Sustaining Practices. *English Teaching: Practice & Critique*.

O'Brien, L. M., Arya, P., Lammert, C., Chhabra, P., Appleget, C., Chen, X., Hylton, R., **Tondreau, A.**, Yang, S. (*Manuscript submitted*). Novice Teachers' Racial Literacy Knowledge: A Survey Study. *Journal of University Teaching and Learning Practice*.

Tondreau, A., Seidel, K., & Wikane, E. (*Manuscript in preparation*). Heads, hands, and hearts: Using Hands-On STEAM Projects to Foster Social-Emotional Competencies. *Teachers College Record*.

Kang, G. Y., **Tondreau, A.**, Kline, S., Raskauskas, J., Wall, A., Chen, X., Yang, S., Ikpeze, C. H., & Smetana, L. (*Manuscript in preparation*). "It never occurred to me to question the idea of standard English all together": Teacher Candidates Grappling with Critical Language Awareness. *The Reading Teacher*.

Hinman, T., **Tondreau, A.**, Gardiner, W., White, K., Dussling, T., Stevens, E. Y., & Wilson, N. (*Manuscript in preparation*). Tight and Loose Spaces: Sustaining the Intellectual Work of Longitudinal Self-Studies. *Studying Teacher Education*.

White, K., Hinman, T., Stevens, E. Y., Dussling, T., Wilson, N., **Tondreau, A.**, Gardiner, W. (*Manuscript in preparation*). Collaboratively cultivating critical racial literacy practices for teacher education. *Literacy Practice and Research*.

Presentations

Conference/Poster Presentations (Juried/Refereed)

2025 **Tondreau, A.** & Rabinowitz, L. (2025, June). *Quality Teaching Informed by the Expertise of Educators with Disabilities*. International Study Association on Teachers & Teaching, Glasgow, Scotland.

Wilson, N., Gardiner, W., **Tondreau, A.**, White, K., Dussling, T., Stevens, E. Y., Hinman, T. B. (2025, June). *How Do We Recognize the Complexity and Layers of Identity to Engage in Difficult Conversations?* International Study Association on Teachers & Teaching, Glasgow, Scotland.

2024 **Tondreau, A.** & Rabinowitz, L. (2024, December). *Disability Sustaining Pedagogy in Elementary Literacy Instruction*. Literacy Research Association, Atlanta, GA. (Accepted for presentation).

Yang, S. & **Tondreau, A.** (2024, December). *Using AsianCrit to Analyze Asian American Representation in Picture Books*. Literacy Research Association, Atlanta, GA. (Accepted for presentation).

Hinman, T., Peltier, M., Shimek, C., **Tondreau, A.**, Gardiner, W., & Hadley, H. (2024, December). *Coming Together as Academia Works to Keep us Apart: Teacher Education Research Study Groups as a Mechanism*

for Change. Literacy Research Association, Atlanta, GA. (Accepted for presentation).

Wilson, N. S., Hinman, T. B., White, K., Dussling, T., Gardiner, W., Stevens, E. Y., & **Tondreau, A.** (2024, December). *Meaning, Joy, Self-Study and Anti-racist Teaching*. American Reading Forum, Saint Petersburg, FL. (Accepted for presentation).

Yang, S., **Tondreau, A.**, Sriram, M. (2024, November). *Analyzing and Elevating Asian American Representation in Children's Books*. National Council for the Teachers of English, Boston, MA. (Accepted for presentation).

Rabinowitz, L., **Tondreau, A.**, Maltby, C., Mohamed, H., Paddock, A., & Mann, L. (2024, November). *Disability as a Cultural Identity: Fostering Changemakers through Cultural and Disability Sustaining Literacy*. National Council for the Teachers of English, Boston, MA. (Accepted for presentation).

Tondreau, A., Rabinowitz, L., Andrusik, K., Lavine, T., Walton, V., & Rice, L. (2024, November). *Disability Sustaining Pedagogy: Neuroaffirming Teaching Based on the Insights of Neurodiverse Elementary Educators*. Teacher Education Division of the Council for Exceptional Children Conference, Pittsburg, PA. (Accepted for presentation).

Wilson, N., Gardiner, W., Stevens, E. Y., Dussling, T. M., **Tondreau, A.**, Hinman, T. B., White, K. L. (2024, November). *Changing Who "Counts" and What "Counts" Through Multimodal Composition*. New York State Reading Association, Albany, NY. (Accepted for presentation).

Tondreau, A. & Rabinowitz, L. (2024, June). *Sustaining Cultural and Disability Identities in Primary Literacy Classrooms*. 23rd European Conference on Literacy and the 7th Panhellenic Literacy Conference, Crete, Greece.

Seidel, K. & **Tondreau, A.** (2024, June). *CASE(L) in Point: Hands-On STEAM Learning Works for Students AND Teachers*. Sherman Center Research Conference, Baltimore, MD.

Tondreau, A. (2024, April). *The Possibilities Postmodern Picture Books Make Possible*. American Educational Research Association Annual Conference, Philadelphia, PA.

Tondreau, A., Komlodi, A., Boot, L., Rajasagi, P., Wikane, E., King, T. & Seidel, K. (2024, April). *Virtual Reality in Teacher Preparation: Constructing Possibilities for Orienting Novice Teachers to School Communities*. American Educational Research Association Annual Conference, Philadelphia, PA.

Rabinowitz, L., **Tondreau, A.**, Maltby, C, Lavine, T., Walton, V., & Rice, L. (2024, April). *Disability Sustaining Pedagogy: Elementary School Literacy Teaching Based on the Insights of Teachers with Disabilities*. American Educational Research Association Annual Conference, Philadelphia, PA.

Gardiner, W., **Tondreau, A.**, Bahlmann Bollinger, C., DeFauw, D., McQuitty, V., Hickey, P., & Assaf, L. (2024, April). *In Pursuit of Equitable Writing Instruction: Examining "Sites of Tension."* American Educational Research Association Annual Conference, Philadelphia, PA.

Kline, S., **Tondreau, A.**, Wall, A., Yang, S., Ikpeze, C., Kang, G., Tracy, K., Chen, X., Smetana, L., & Scales, R. (2024, April). *Illuminating Discourses of Disruption: Teacher Candidates' Personal Writing Experiences as Potentially Subversive*. American Educational Research Association Annual Conference, Philadelphia, PA.

Hinman, T., Gardiner, W., **Tondreau, A.**, Wilson, N., White, K., Dussling, T., Stevens, E. Y. (2024, April). *Developing Skills and Stamina for Equity Work: An Examination of a Self-Study Community of Practice*. American Educational Research Association Annual Conference, Philadelphia, PA.

2023

Dussling, T., Wilson, N. S., White, K. L., Stevens, E. Y., Gardiner, W., **Tondreau, A.**, & Hinman, T. B. (2023, December). *Building and sustaining anti-racist teaching through arts and music integration*. American Reading Forum Annual Conference, St. Pete Beach, FL.

Tondreau, A., Bahlmann, C. B., McQuitty, V., Hickey, P., Gardiner, W., & DeFauw, D. (2023, December). *Cultivating Equity in Writing Instruction: A Collaborative Self-Study of Writing Teacher Educators*. Literacy Research Association Annual Conference, Atlanta, GA.

Hinman, T., **Tondreau, A.**, Gardiner, W., Dussling, T., Wilson, N., White, K., & Stevens, E. Y. (2023, December). *Designing for Critical Reflection Through Collaborative Journaling*. Literacy Research Association Annual Conference, Atlanta, GA.

Lammert, C., **Tondreau, A.**, Chen, X., Hylton, R., O'Brien, L., & Yang, S. (2023, December). *"Close to my Heart": Narrative Inquiry into Teacher Educators Building Racial Literacy in Initial Teacher Preparation*. Literacy Research Association Annual Conference, Atlanta, GA.

Kline, S., **Tondreau A.**, Kang, G., Scales, R., Yang, S., Chen, X., Wall, A., Tracy, K., Ikpeze, C., & Smetana, L. (2023, November). *Discourse of Disruption: A Multi-State Study of Teacher Candidates' Memories of Writing*. Association of Literacy Educators and Researchers Annual Conference, Santa Fe, NM.

Stevens, E. Y., Wilson, N., Dussling, T., **Tondreau, A.**, White, K., Hinman, T., & Gardiner, W. (2023, November). *Unearthing Joy: Multimodal Reflection in a Self-Study Community of Practice*, New York State Reading Association Annual Conference, Rochester, NY.

Gardiner, W., **Tondreau, A.**, Stevens, E. Y., Dussling, T. Wilson, N., Hinman, T. White, K. (2023, November). *Addressing the Tensions of Literacy Assessment: Reframing and Remixing Our Assessment Practices*. National Council for the Teachers of English Annual Conference, Columbus, OH.

Tondreau, A., Rabinowitz, L., Mann, L., Mohamed, H., Jacob, S., Paddock, A., Oster, B. (2023, November). *Cross-Pollinating Culturally and Disability Sustaining Pedagogies in Literacy: Examples from Elementary Classrooms*. National Council for the Teachers of English Annual Conference, Columbus, OH.

Tondreau, A., Bahlmann Bollinger, C. M., DeFauw, D. L., Gardiner, W., McQuitty, V., Hickey, P. J., Assaf, L. (2023, November). *Moving Toward Linguistically Just Writing Instruction*. National Council for the Teachers of English Annual Conference, Columbus, OH.

Thompson, J., Gonzalez, C., & **Tondreau, A.** (2023, August). *Culturally Responsive K-12 School Leadership*. Association of Teacher Educators' Summer Conference, Washington, D. C.

Gonzalez, C., Thompson, J., & **Tondreau, A.** (2023, August). *A College of Education's Journey: One Year After Implementing Our Strategic Diversity Plan*. Association of Teacher Educators' Summer Conference, Washington, D. C.

Tondreau, A. (2023, May). *Postmodern Picture Books as Mentor Texts for Culturally Sustaining Writing*. Sherman Center Research Conference, Baltimore, MD.

Hinman, T. B., Gardiner, W., **Tondreau, A.**, White, K. L., Stevens, E. Y., Wilson, N., Dussling, T., & Degener, S. (2023, April). *Tight and Loose Spaces in Collaborative Interactions: Sustaining the Intellectual Work of Longitudinal Self-Studies*. American Educational Research Association Annual Conference, Chicago, IL.

Hylton, R., **Tondreau, A.**, Appleget, C., Chen, X., Yang, S., Goins, M., O'Brien, L., Arya, P., Chhabra, P., & Lammert, C., (2023, April). *Examination of Novice Teachers' Perceptions of Racial Literacy*. American Educational Research Association Annual Conference, Chicago, IL.

Lammert, C., Chhabra, P., Arya, P., O'Brien, L., Appleget, C., Hylton, R., Yang, S., Chen, X., **Tondreau, A.**, & Goins, M. *Mapping the Seabed: Novice Teachers' Responses to the Knowledge of Racial Literacy (KORAL)*

Survey. American Educational Research Association Annual Conference, Chicago, IL.

Rabinowitz, L., **Tondreau, A.**, Walton, V., Augustus, K., Maltby, C., & Lavine, T. (2023, March). *Disability Sustaining Pedagogy: Lessons from teachers with disabilities for teacher educators*. Association of Teacher Educators Annual Meeting, Jacksonville, Florida.

Tondreau, A., Gonzalez, C. H., & Thompson, J. (2023, March). *Forging third spaces in teacher education: Cultivating the agency and imagination to transgress*. Association of Teacher Educators Annual Meeting, Jacksonville, Florida.

2022

Dussling, T., Wilson, N. S., Stevens, E. Y., White, K., Gardiner, W., **Tondreau, A.**, & Hinman, T. B. (2022, December). *Interrogating literacy assessment practices and policies*. American Reading Forum Annual Conference, Sanibel Island, FL.

Kang, G. Y., **Tondreau, A.**, Kline, S., Raskauskas, J., Wall, A., Chen, X., Yang, S., Ikpeze, C. H., Hong, H., & Smetana, L. (2022, December). "It never occurred to me to question the idea of standard English all together": *Teacher Candidates Grappling with Critical Language Awareness*. Literacy Research Association Annual Conference, Phoenix, AZ.

Chen, X., Lammert, C., Hylton, R., Arya, P., O'Brien, L., **Tondreau, A.**, Yang, S., Chhabra, P. Goins, M. (2022, December). *Crossing Pedagogical and Methodological Boundaries with an Examination of Novice Teachers' Racial Literacy*. Literacy Research Association Annual Conference, Phoenix, AZ.

White, K., Dussling, T., **Tondreau, A.**, Stevens, E. Y., Wilson, N., Hinman, T. B., Gardiner, W. & Degener, S. (2022, December). *Critical Incidents that Cultivate Critical Racial Literacy Practices for Teacher Education*. Literacy Research Association Annual Conference, Phoenix, AZ.

Rabinowitz, L., **Tondreau, A.**, Paddock, A. (2022, November). *Representing Ourselves and Our Dreams: Remixing Visual Media with an Eye Towards Criticality*. National Council for the Teachers of English Annual Conference, Anaheim, CA.

Tondreau, A., Gardiner, W., Hinman, T. B., White, K. L., Dussling, T., Stevens, E. Y., Wilson, N., & Degener, S. (2022, November). *Being a Light for One Another: Forming a Self-Study Community of Practice*. National Council of Teachers of English Annual Conference, Anaheim, CA.

Rabinowitz, L. & **Tondreau, A.** (2022, October). *Remixing for a Better Future: Evaluating Leveled Readers with a Critical Lens*. New York Association of Colleges for Teacher Education Annual Conference, Saratoga Springs, NY.

Stevens, E. Y., Dussling, T., Wilson, N., Hinman, T. B., Gardiner, W., White, K. L., **Tondreau, A.**, Degener, S. (2022, October). *Self-Study Community of Practice: "Team Relay Trail Run" Rhizomes to Equity*. New York Association of Colleges for Teacher Education Annual Conference, Saratoga Springs, NY.

Thompson, J., Gonzalez, C., & **Tondreau, A.** (2022, July). *A College of Education's Journey: From Stakeholder Engagement Study to Strategic Diversity Plan*. Association of Teacher Educators, Nashville, TN.

Tondreau, A., Rabinowitz, L., Barnes, Z. (2022, April). *Cross-Pollination Through Collaboration: CSP/UDL Lesson Planning Across Methods Courses*. American Educational Research Association, San Diego, CA.

Gardiner, W. L., Hinman, T. B., Degener, S., Wilson, N., **Tondreau, A.**, Dussling, T., Stevens, E., White, K. (2022, April). *When "Nice" Isn't: Confronting Niceness to Center Equity in Literacy Teacher Education*. American Educational Research Association, San Diego, CA.

Arya, P., Chen, X., Chhabra, P., Goins, M. R., Hylton, R., O'Brien, L., **Tondreau, A.**, Appleget, C. L., Lammert, C. A., Yang, S. (2022, April). *A Critical Analysis of Novice Teachers' Knowledge of Racial Literacy*. American Educational Research Association, San Diego, CA.

O'Brien, L., Lammert, C. A., Appleget, C. L., Chhabra, P., Yang, S., Arya, P., Chen, X., Goins, M. R., Hylton, R., **Tondreau, A.** (2022, April). *Capturing Teachers' Racial Literacy Knowledge: An Exploratory Study*. American Educational Research Association, San Diego, CA.

2021

Rabinowitz, L. & **Tondreau, A.** (2021, December). *Deconstructing Representations of Reading Disability: Critical Literacy Book Clubs for Literacy Specialists*. Literacy Research Association, Atlanta, GA.

Donahue, T., Gardiner, W., **Tondreau, A.**, Appleget, C., White, K. L., & Degener, S. (2021, December). *Excavating Identities: Interrogating Biases and Beliefs to Advance Anti-Bias/AntiRacist Pedagogy*. Literacy Research Association, Atlanta, GA.

Tondreau, A., Gardiner, W., Wilson, N. S., Hinman, T. B., Degener, S., Dussling, T. M., Stevens, E. Y., & White, K. L. (2021, December). *Disrupting Niceness in Literacy Teacher Education: Non-linear Trajectories Toward Anti-Racist Anti-Bias Pedagogy*. Literacy Research Association, Atlanta, GA.

Kline, S., Hickey, P., Chen, X., Hawkins, L., Ikpeze, C., Kang, G., McQuitty, V., Smetana, L., **Tondreau, A.**, Wall, A., & Yang, S. (2021, December). *Discourses of Disruption: A Multi-State Study of Teacher Candidates' Memories of Writing*. Literacy Research Association, Atlanta, GA.

Wilson, N. S., Hinman, T. B., Stevens, E. Y., Dussling, T. M., White, K. L., **Tondreau, A.**, Gardiner, W., & Degener, S. (2021, November). *Building the Habits of Mind for Anti-Bias/AntiRacist Teaching*. National Council for the Teachers of English, Louisville, KY. (held online)

Rabinowitz, L. & **Tondreau, A.** (2021, April). *Using Disability Studies to Critically Close Reading Children's Literature*. American Educational Research Association, Virtual.

Gardiner, W., **Tondreau, A.**, White, K., Hinman, T., Stevens, E. R., Dussling, T. M., Degener, S., & Wilson, N. S. (2021, April). "We couldn't name it in the beginning": *Collaborative SelfStudy to Disrupt the Status Quo*. American Educational Research Association, Virtual.

2020 **Tondreau, A.** & Rabinowitz, L. (2020, December). *Balancing Literacies: A Universal Design for Learning Approach to Culturally Sustaining Elementary Reading Instruction*. Literacy Research Association, Houston, TX (held online).

White, K., **Tondreau, A.**, Gardiner, W., Dussling, T., Stevens, E. R., Hinman, T., Wilson, N., & Degener, S. (2020, December). *Critical Friends Fostering Culturally Responsive Pedagogy*. Literacy Research Association, Houston, TX (held online).

Appleget, C., Degener, S., Donohue, T., Faeth, E., Gardiner, W., Mitchell, C., **Tondreau, A.**, & White, K. (2020, December). *Our Words Matter*. Literacy Research Association, Houston, TX (held online).

Tondreau, A. & Howell, L. (2020, November). *Writing and Teaching Writing Together: Writing Educator Groups Exploring Principles and Practices*. National Council for the Teachers of English, Denver, CO (held online).

Rabinowitz, L. & **Tondreau, A.** (2020, November). *A New Song of Inclusion: Culturally Sustaining Literacy Practices and UDL*. National Council for the Teachers of English, Denver, CO (held online).

White, K., Gardiner, W. Wilson, N., **Tondreau, A.**, Degener, S., Dussling, T., Stevens, E., & Cullen, K. (2020, July). *Weaving Critical Literacy and Social Justice: A Collaborative Self-Study of Transformative Teacher Education Practice*. Castle Conference. East Sussex, England (held online).

Tondreau, A., Wilson, N., Dussling, T., Gardiner, W., Degener, S., White, K., Cullen, K., Stevens, E., & Hinman, T. (2020, April). *Balancing Critical Literacy and Literacy Practice: A Self-Study of Literacy Teacher Educators Across Contexts*. American Educational Research Association, San Francisco, CA (conference canceled).

- Tondreau, A.** & Rabinowitz, L. (2020, February). *Establishing Community and Connection for Teacher Educator-Activists*. American Association of Colleges for Teacher Education, Atlanta, GA.
- 2019 Wilson, N., White, K., Boggs, G., **Tondreau, A.**, Stevens, E., Hinman, T., Gardiner, W., Dussling, T., & Degener S. (2019, December). *Critical Literacy as Classroom Practice*. American Reading Forum. Sanibel, FL.
- 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.**, Bruster, B., Prosser, S. & Ma, J. (2019, November). *Using Personal Narratives to Explore the Complexities of Feminism and Intersectionality in Higher Education*. Research on Women and Education (AERA SIG) Fall Conference. Nashville, TN.
- 2018 **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.
- 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.
- 2017 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.

- 2016 **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.
- 2015 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.

Conference Presentations (Non-Juried/Refereed)

Tondreau, A., Rabinowitz, L., & Andrusik, K. (2025, January). *Expanding and Elevating the Progressive Education Model: Disability Sustaining Pedagogy as a Tool for Improving Practice*. Progressive Education Summit (Baltimore, MD).

Wilson, N., White, K., **Tondreau, A.**, Gardiner, W., Stevens, E. Y., Dussling, T., Hinman, T., & Degener, S. (2022, April). *Interrogating Ourselves to (Trans)form Beliefs into Actions for Anti-Racist Teaching*. SUNY Cortland Literacy Conference, Cortland, NY (held online).

Rabinowitz, L. & **Tondreau, A.** (2021, October). *Remixing Visual Art Using Critical Visual Literacy*. Language Teaching and the Arts: Bank Street Graduate School of Education Language Series. (held online).

Rabinowitz, L. & **Tondreau, A.** (2020, October). *Postmodern Picture Books as an Invitation to Critical Writing Pedagogy*. Anti-Racist Language Teaching: Bank Street Graduate School of Education Language Series. (held online).

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

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.

Other Professional Presentations

Invited Presentations

Tondreau, A. (2025, December). *Literacy & Identities Study Group*. Literacy Research Association, Las Vegas, NV.

Tondreau, A. & Rabinowitz, L. (2025, December). *Culturally Sustaining Pedagogy and Action Study Group*. Literacy Research Association, Las Vegas, NV.

Tondreau, A. & Rabinowitz, L. (2025, June). *Sustaining Cultural and Disability Identities in the Literacy Classroom*. C&T 4019: Literacy Supports. Teachers College, Columbia University, New York, NY.

Tondreau, A. & Rabinowitz, L. (2025, April). *A book talk with Amy Tondreau and Laurie Rabinowitz*. Bank Street College Library Salon. New York, NY.

Tondreau, A. (2025, April). *Culturally Sustaining Pedagogy*. ANTH 321: Education, Culture, & Society. University of Maryland, Baltimore County, Baltimore, MD.

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, MD.

Hinman, T., **Tondreau, A.**, & Gardiner, W. (2024, July). *Using Culturally Sustaining Frameworks in Research*. CTEE 7970: Special Topics, Grades 1-6, Auburn University (held online).

Tondreau, A. (2023, December). *Politics and Policy Study Group*. Literacy Research Association Annual Conference, Atlanta, GA.

Stevens, E. Y., Wilson, N. S., Hinman, T. B., Dussling, T. M., White, K., **Tondreau, A.**, Gardiner, W. (2021, February). *Working Towards the Habits of Mind for Anti-Bias/Anti-Racist Teaching*. Rochester Area Literacy Council Annual Conference, Rochester, NY. (held online)

Tondreau, A. (2020, November). *Beyond the Single Story: Reading and Writing Windows, Mirrors, & Sliding Glass Doors*. Beyond the App: International Virtual Literacy Conference for Middle Grade Teachers (held online).

Media Activities

Gonzalez, J. (Host). (2025, June 8). Disability Sustaining Pedagogy (253) [Audio podcast interview]. In *The Cult of Pedagogy Podcast*. Cult of Pedagogy.

Ferguson, D., Rabinowitz, L., & **Tondreau, A.** (2025). Why We Cannot Go Back to Basics: Reclaiming the Right to Teach Literacy. *Rethinking Schools Magazine*. <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>

Anson, I. (Host). (2022, September 19). The social sciences of literacy with Dr. Amy Tondreau (27) [Audio podcast interview]. In *Retrieving the Social Sciences*. UMBC Center for Social Science Scholarship.

<https://podcasts.apple.com/us/podcast/ep-27-the-social-sciences-of-literacy-w-dr-amy-tondreau/id1584381133?i=1000579973778>

Presentation Proposals Submitted

Tondreau, A. & Yang, S. (2025, December). Fostering Culturally Sustaining Pedagogy: Exploring Asian American Experiences through Teacher Focus Group Discussions with Picturebooks. Literacy Research Association Annual Conference, Las Vegas, NV.

Rabinowitz, L. & **Tondreau, A.** (2025, December). Literacy Teaching Informed by the Expertise of Educators with Disabilities. Literacy Research Association Annual Conference, Las Vegas, NV.

Hinman, T., Gardiner, W., & **Tondreau, A.** (2025, December), Forever (Re)Calibrating: Integrating Theoretical Frameworks for Literacy and Liberation. Literacy Research Association Annual Conference, Las Vegas, NV.

Stevens, E., Dussling, T., White, K., Wilson, N., Hinman, T., Gardiner, W., & **Tondreau, A.** (2025, December). Vacillations of Stumbling and Moving Forward: Using Self-Study Community of Practice to Build Racial Literacies and Allyship. Literacy Research Association Annual Conference, Las Vegas, NV.

SERVICE TO THE DEPARTMENT, UNIVERSITY, COMMUNITY, AND PROFESSION

Service to the Department

UMBC

2025 – Present	Partnership to Develop Support for Neurodiverse Interns
2024 – Present	Partnership to Develop Education Internships, MLLI
2023 – Present	Member, CAHSS Big Idea Proposal & Implementation Team Coordinator & Presenter, Praxis 5205 Review Sessions
2022 – Present	Member, Scholarship Committee Advisor, Elementary Education Program Member, Sherman Hall Logistics & Renovation Committee
2024 – 2025	Search Committee Member, Professional Development Specialist
2023 – 2024	Search Committee Member, ECE/Elementary Literacy Assistant Professor

APSU

- 2018 – 2022 Advisor, PreK-3 Program
CAEP Standard 2 Committee
Praxis Review Sessions (5203 & 5301)
Social Media Coordination, Reading Specialist Program
- 2021 – 2022 Faculty Advisor, Social Philosophy of Teaching and Service
(student-led affinity group for COE students of color)
Search Committee Member, Assessment in Curriculum &
Instruction
Scholarship Committee, College of Education
Key Assessment Redesign Committee
- 2020 – 2022 Co-Leader of the Anti-racist Educators Group/Diversity Council
Co-Leader of the College of Education Book Club
- 2020 – 2021 Search Committee Member, Secondary Generalist
- 2019 – 2020 Search Committee Member, Curriculum & Instruction
Generalist
- 2018 – 2019 College of Education Mission/Vision Committee

Service to the University**UMBC**

- 2023 – Present Mentor, McNair Scholars
Innovation for Teaching Effectiveness (INNOVATE)
certificate program, 8th cohort
Member, Public Humanities Advisory Council
- 2022 – Present Member, Faculty Working Groups: Disability Studies, Antiracism
and Our Actions, Women’s Faculty Network
- 2024 – 2025 Presenter, Bridges to Belonging: Building Inclusive Excellence,
Eighth Annual Provost’s Teaching & Learning Symposium, UMBC
Speaker, CAHSS New Faculty Microtalks, UMBC
UMBC Representative, SoTL Showcase Planning & Proposal Review
Committee, Kirwan Center, University System of Maryland
Panelist, Let’s Talk Grad School, McNair Scholars Program, UMBC
Panelist, New Faculty Orientation
- 2023 – 2024 Dresher Center: Fellows and Others, CURRENTS
- 2022 – 2023 Presenter, Antiracism and Our Actions Faculty Working Group,
Inclusion Imperative Convening

APSU

- 2019 – 2022 College Representative, University Research Council
- 2020 – 2021 Internal Program Reviewer
- 2018 – 2022 Coordinator, Collaborations with Local Organizations (e.g., Frist Art Museum, Tennessee State Museum, Nashville Public Library Civil Rights Room) and National Organizations (e.g., Vote by Design) New Student Orientation, New Faculty Orientation, & Recruitment Events Presenter

Service to the Community

UMBC

- 2025 Professional Development Presenter, Intensive Reading Instruction Cohort, Baltimore Public Schools
Collaborator, Mundo Verde Bilingual Public Charter School
- 2024 – Present Arts Integration Conference Planning Committee
Embedded course at Westowne Elementary
- 2022 – Present Collaborator, Logan Elementary, Bmore Transform Learning Collective, and Lakeland STEAM & Community Center

APSU

- 2018 – 2022 APSU STEM Expo Evaluator
Literacy Professional Development for Local In-Service Elementary Teachers
Collaborator, Burt Elementary
- 2020 – 2021 Austin Peay Virtual Literacy Library development
- 2018 – 2020 Future Teachers of America & Teaching as a Profession Presenter
Mid-Cumberland Literacy Association Writing Workshops

Service to the Profession

- 2024 – 2027 Member, Gender & Sexualities Committee, Literacy Research Association
- 2024 – 2025 Mentor, Emerging Scholar Submissions to LRTMP
- 2023 – 2025 Editorial Advisory Review Board Member, *Literacy Research: Theory, Method, and Practice (LR:TMP)*, Volume 73 & 74
- 2022 – 2023 Candidate, Trustee of the Research Foundation, National Council for Teachers of English
- 2020 – Present Faculty Respondent and Mentor, *Future is Now* sessions, ELATE Graduate NCTE Conventions

2019 – Present Reviewer: Journal of Literacy Research, Language Arts, Teachers College Record, The English Record, Reading & Writing Quarterly

2016 – Present Chair & Discussant, Literacy Research Association Annual Conferences
Proposal Reviewer: Literacy Research Association, American Educational Research Association (e.g., Division K, Narrative SIG, Writing & Literacies SIG, Critical Educators for Social Justice SIG), National Council of Teachers of English, Teacher Education Research Study Group, Literacy Research Association