

**Michael Pier Evans**  
Miami University  
School of Education Health and Society  
McGuffey Hall 301A  
Oxford, OH 45056-3493  
Office: (513) 529-6410 Mobile: (508) 878.1217

## **Education**

Boston College, Chestnut Hill, MA

Ph.D. Curriculum & Instruction, May 2009,

Dissertation: *Inside Education Organizing: Learning to Work for Educational Change*

Harvard Divinity School, Cambridge, MA

M.Div., June 2003.

Thesis: *Re-imagining U.S. Catholic Schools as Communities of Liberation: Mission and Pedagogical Practice*

University of Notre Dame, Notre Dame, IN

M.Ed. Elementary Education, June 2000, High Honors.

College of the Holy Cross, Worcester, MA

B.A. double major: Religious Studies/History, June 1998, Dean's List 1997-98.

## **Publications, Professional Activities, and Awards:**

### **Peer Review Journals**

Evans, M. P. & Stone-Johnson, C. (Accepted) "Internal leadership challenges of network participation, *International Journal of Leadership in Education*.

Evans, M. P. & Shirley, D. (2008) "The development of collective moral leadership among parents through education organizing" in *New Directions for Youth Development*. 116.

Evans, M. P. (2007) "Learning to teach about religion in public schools: Perspectives and experiences of student teachers in the Program for Religion and Secondary Education at Harvard Divinity School" *Religion & Education*. (34) 3 pp. 19-47.

### **Book Chapters/Sections**

Shirley, D. & Evans, M. P. (2007). Community organizing and no child left behind, in Marion Orr, ed., *Transforming the City: Community Organizing and the Challenge of Political Change*, (Manhattan, KS: University Press of Kansas).

O'Keefe, J., & Evans, M. P. (2004). Catholic Schools Serving Children in Poverty. In R. Haney & J. O'Keefe (Eds.), *Catholic Schools for Children and Youth in Poverty*. Washington, D.C.: National Catholic Education Association.

Evans, M. P. (2001). Thematic Unit: Simulated City. In C. Collins-Block, *Teaching the Language Arts: Expanding Thinking through Student-Centered Instruction* (3rd ed., pp. 281-285). Boston, MA: Allyn and Bacon.

### **Evaluation Reports**

Hargreaves, A., Shirley, D., Evans, M. P., Stone-Johnson, C. & Riseman, D. (2006). The long and short of school improvements: Summary of the evaluation report of the Raising Achievement Transforming Learning project of the specialist schools and academies trust. London, UK: SSAT.

## **Conference Presentations (Peer Reviewed)**

April 2010 (Under Review) American Education Research Association, Denver, CO  
"The Evolution of Self-Interest through Participation in Education Organizing"

February 2010 (Accepted), The Association of Teacher Educators, Chicago, IL  
"Teacher Development through School and Community Collaboration"

July 2009, 2<sup>nd</sup> National Research Conference on Child and Family Programs and Policy, Bridgewater, MA  
"What's data got to do with it? How marginalized communities use research to impact education policy"

April 2009, American Education Research Association, San Diego, CA  
" Learning to Organize for Educational Change: One CBO's Efforts to Influence Educational Policy"

April 2008, American Educational Research Association, New York, NY  
"Preparing Teacher Candidates for the Challenges of 'Religious Illiteracy'"

April 2007, American Education Research Association, Chicago, IL  
"Preparing Teachers with an Attitude: Making Social Justice Visible"

September 2006, European Conference on Educational Research, Geneva, Switzerland  
"Utilising Network Capital in Support of Student Achievement"

April 2006, American Educational Research Association, San Francisco, CA  
"Leadership Challenges in the Raising Achievement Transforming Learning Network"

## **Grants & Awards**

2007-2008 Lynch School of Education Dissertation Fellowship Award - \$17,500

2006-2007 University Research Excellence Award, Boston College

This award is given to the student or students who have produced nationally and internationally significant research that advances insight and understanding, thereby both enriching culture and addressing important societal needs.

2<sup>nd</sup> Place - 2006 *International Journal of Leadership in Education* Graduate Student Manuscript Competition  
"Internal Leadership Challenges of Network Participation: The Experiences of School Leaders in the *Raising Achievement Transforming Learning Network*"

Spring 2007, Graduate Education Association Research Grant, Boston College - \$250

## **University Teaching Experience**

Fall 2007, Visiting Lecturer in Education, Brandeis University, Waltham, MA

Course Description of ED155, Education and Public Policy: This weekly seminar explores the functions schools serve in society and how educational policies affect schools, teachers, and children. Students will learn about several important and timely issues central to the improvement of schools as we examine the problems associated with education policymaking. The focus will be on K-12 education policy in the U.S. at the school, district, state, and federal level.

Fall 2006, Teaching Fellow, Boston College, Chestnut Hill, MA

Course Description of ED 039, Learning and Curriculum in the Elementary School: Introduces students to the profession of education and roles of teachers. Provides understanding of contexts in which education is

delivered in multicultural settings and opportunity to gain knowledge and experience about interpersonal, observational, and organization skills that underlie teaching. Faculty and students work together throughout course to examine students' commitment to and readiness for career as a teacher. Introduces essentials of curriculum, teaching, and managing classrooms at elementary (K-6) level and links them to major learning theories for children. Views curriculum, instruction, management, and learning theory from perspectives of current school reform movement and social/cultural changes affecting elementary classrooms and schools.

Spring 2006, 2007, 2008, Visiting Lecturer in Sociology, Brandeis University, Waltham, MA  
Course Description of SOC 104A, Sociology of Education: This course is designed to engage students in a critical examination of sociological and educational theory as it relates to contemporary schooling in the United States. Class participants will interrogate the ways in which schools reproduce, reinforce, and challenge prevailing social, economic, and political relationships. Issues to be discussed include: the aims and objectives of education, the structure and organization of schools, curriculum development, social reproduction, family/school relationships, and the achievement gap. The role of culture, race, ethnicity, gender, socioeconomic status, and religious identity will inform our investigations into these topics.

Summer 2002, Instructor, Providence College, Providence Alliance for Catholic Education, Providence, RI  
Participated in the planning, organization, and presentation of orientation activities for students in PACT program. Co-Instructor for course *Professional Development, Spirituality and Community: An Integrated Seminar*. Guest Lecturer: *Foundations of Secondary Teaching*.

### **Professional Development Workshops**

Fall 2006, Fall 2007, Center for the Support of Teaching, Brandeis University, Waltham, MA

- Observing and Talking about Our Teaching
- Teaching Large Lecture Classes
- Managing Classroom Discussions

### **Other Work Experiences with Undergraduates**

Sept. 2001 – May 2002, Ecumenical Chaplaincy Intern, Tufts University Office of the Chaplain, Medford, MA  
Assisted in the coordination of interfaith student initiatives on campus; including the development of TRUCE, an interfaith student organization. Acted as liaison between student religious organizations and the University Chaplain's Office. Participant in the development and planning of Chaplain's Office programming. Initiated the organization of an ESL program for Tufts University employees through the Chaplain's Office.

### **Research Experience**

May 2005 – June 2006, Research Assistant, Raising Achievement Transforming Learning Evaluation Project. Specialist Schools Trust, London, UK.

Participated in the design and implementation of a research protocol for the evaluation of the "Raising Achievement Transforming Learning" project. This project seeks to foster school improvement through the utilization of regional school networks, emphasizing the creation of school capacity to work with partner schools on their own improvement agendas. Conducted three rounds of interviews and observations with principals, department heads, and teachers of the participant schools. Coded data sets, developed case studies, and disseminated findings.

June 2003 – August 2006, Graduate Assistant, Boston College, Chestnut Hill, MA

Provided research support for Dr. Dennis Shirley (primarily in the areas of: community organizing for school reform, anti-literacy laws and the slave codes, and history/philosophy of education). Assisted with the organization, composition, and editing of transcripts and grant proposals. Provided technological and research support for three courses (Social Context of Education, History of Education, and Historical and Political Contexts of Curriculum) and presentations (Educational Leadership Summit, AACTE annual meeting). Created lesson plan database for recent Boston College teacher education graduates as a part of the Carnegie sponsored "Teachers for a New Era" grant at Boston College. Coordinated the creation and completion of subject area

reports to be submitted to the National Council for the Accreditation of Teacher Education (NCATE) and the Massachusetts Department of Education.

Sept. '02 – Feb '03, Research Assistant, Harvard Family Research Project, Harvard University, Cambridge, MA  
Collected and organized research on current trends in the field of family and community involvement in education. Assisted in the writing of a research review on “Community Organizing and School Reform” for Family Involvement Network for Educators.

### **Teacher Supervision**

September 2004 – May 2005, Pre-Practicum Supervisor, Boston College, Chestnut Hill, MA  
Supervisor for eleven student teachers during their education practicum placements. Responsibilities included serving as a liaison between the schools and Boston College, working with cooperating teachers to support the intellectual, professional, and social development of the pre-practicum students, and leading/participating in professional development activities. Assisted students with lesson development, observed all student teacher lessons, and provided ongoing assessment of all practicum requirements and activities.

### **Teaching Experience**

August 1998 – June 2000, 2<sup>nd</sup> Grade Teacher, Saint Catherine School, Tulsa, OK  
Responsible for the general care and emotional, social, and intellectual development of students at St. Catherine School. Participant in accreditation process for Oklahoma Conference of Catholic Schools Accrediting Association. Member of Curriculum & Instruction Committee. Assistant Coach for Middle School Boys and Girls Basketball Teams, Coordinator of Reading Challenge, Fine Arts Night, Math-a-thon, and served as director of “Year Round Intercession Programming” in March 2000. Developed and implemented individual educational plans for several students with special needs.

### **Professional Affiliations/Certifications/Licenses:**

American Education Research Association – member

SIG memberships:

- Families/Schools/Communities
- Educational Change
- Grassroots Community and Youth Organizing for Education Reform (advisory board member)

Reviewer:

- *Journal of Educational Change*
- *International Journal of Leadership in Education*
- *AERA Annual Conference 2010 – Grassroots Community and Youth Organizing SIG*

Massachusetts Educator’s License: Elementary (1-6)

Qualified MELA--O Administrator