

Curriculum Vitae

Jessica Lerner
Morgridge College of Education
Katherine Ruffatto Hall
1999 East Evans Avenue, Denver, CO 80208
Jessica.Lerner@du.edu

Education

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| 2019 | Ph.D. | University of Denver
Teaching and Learning Sciences Department
Curriculum and Instruction Program
Dissertation Title: <i>Effective Beginning Teachers:
Prioritizing Important and Difficult Competencies in
Teacher Preparation</i> |
| 2010 | Ed.S | University of Colorado at Denver
Educational Leadership and Policy Studies Department
Specialization: Leadership in Urban Settings |
| 2010 | M.A. | Chicago School of Professional Psychology
Industrial and Organizational Psychology Department
Specialization: Organizational Effectiveness |
| 1999 | B.A. | University of Colorado at Boulder
Biology Department
Major: Environmental, Population, and Organismic
Biology |

Professional Experience

Morgridge College of Education, University of Denver

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| 2015- Present | <i>Teacher Education Program Director</i>
Led all aspects of program development, including curriculum and course development. Coordinated internal and external partnerships. Co-chaired CAEP accreditation. Conducted program evaluation. Facilitated instructor, student, and alumni support. |
| 2011-2015 | <i>Field Coordinator and Lecturer</i>
Led redesign of teacher education fieldwork model, including establishing partner schools and year-long field placement model. Developed comprehensive rubrics for evaluation framework: Framework for Effective and Equitable Teaching (FEET). Aligned curriculum to outcomes and standards. |
| 2010-2011 | <i>Urban Teacher Residency Coordinator</i>
Facilitated partnership between the University of Denver and the Denver Teacher Residency. Developed protocols for candidate selection and Mentor Teacher development. |

The New Teacher Project (TNTP)

2010-2011 *Field Observer*
Conducted teacher evaluation as a part of the pilot evaluation program in Denver Public Schools. Evaluated teachers in grades K-12 with a new teacher evaluation framework.

Denver Public Schools

2005-2006 *School Instructional Leader*
Designed turnaround proposal, which was selected by Denver Public Schools Board of Education for implementation at Maria Mitchell Elementary School. Led turnaround effort, including staff hiring, curriculum design, coaching, and professional development.

2003-2005 *Literacy Coach*
Designed and facilitated all school-wide professional development, provided individual teacher coaching, and led school-wide data analysis and goal-setting.

1999-2003 *Teacher*
Taught grades K-5 science, first grade, and fifth grades. Served as team leader and mentor for novice teachers. Secured grant funding for classroom supplies.

Graduate-level Teaching and Course Development

- CUI 4530 Second Language Acquisition
- CUI 4529 Foundations of Education for CLD Learners
- CUI 4031 Teaching and Learning Environments
- CUI 4531 Supporting ELLs across the Curriculum
- CUI 4540 Curriculum, Instruction, and Assessment I
- CUI 4541 Curriculum, Instruction, and Assessment II
- CUI 4542 Curriculum, Instruction, and Assessment III
- TEP 4690 Field Experience

Grants and Research Contracts

2018 *Denver Public Schools External Contract*
Urban Teacher Fellows. **\$878,553**. Contract secured by Dr. Karen Riley. Includes **\$98,508** for program evaluation sponsored research. Research study principal investigator.

2017 *Institute of Education Sciences Research Grant*

“Quality counts: Building capacity to research quality in Colorado’s residency preparation programs.” **\$400,000**. Investigator.

2017 *Jefferson County Public Schools External Research Contract*
Lerner, J., Hazel, C., & Michalec, P. Novice Teacher Effectiveness Research Project. Jefferson County School District. **\$5,096**. Principal investigator.

2016 *Morgridge Flow-Back Grant*
Salazar, M. D. C., Lerner, J., Green, K. E., “Reliability and validity estimation of a pre-service teacher evaluation model.” MCE Flow-back Opportunity Grant, **\$7,971.27**, Submitted: October 5, 2016. Investigator.

2014 *PROF Grant*
Salazar, M. D. C., Lerner, J., Green, K. E., "Designing a pre-service teacher evaluation system to improve teacher effectiveness for culturally and linguistically diverse learners," Professional Research Opportunities for Faculty—PROF (DU), **\$29,988.00**, submitted: January 2014, Awarded: April 2014. Investigator.

Peer-Reviewed Publications

Salazar, M. & **Lerner, J.** (2019). Teacher evaluation as culture: A framework for equitable and excellent teaching. New York, NY: Routledge Press.

Govindasamy, P., Salazar, M. D. C., Green, K. E., & **Lerner, J.** Assessing the reliability of the Framework for Equitable and Excellent Teaching with the many-facet Rasch Model. *Frontiers in Psychology*. (Revised and Resubmitted).

Lerner, J. & Hazel, C. Beginning teacher effectiveness in high-poverty schools. *Journal of Inquiry and Action in Education*. (Under Review)

Other

Technical Report

Lerner, J., Hazel, C., & Michalec, P. (2017). Novice teacher effectiveness: Listening tour in Jefferson County Public Schools.

Research in Progress

“Evaluating the Efficacy of Focused Competency Coaching for Beginning Teachers” (On-Going). This mixed-methods study aims to evaluate the effectiveness of the focused competency coaching protocol. Principal investigator.

"Prioritization in Teacher Education: The Competencies Important for Beginning Teachers" Dissertation Study. The purpose of this study is to investigate consensus among expert educators

on the importance and difficulty of teaching competencies for beginning teachers, and whether the importance and difficulty of those competencies differ in low-income school settings. Principal investigator.

Presentations

Jimenez, J., **Lerner, J.**, Sato, M., Schornack, M., Shopa, A., Tucker, S. Salazar, M., & Williams, A. (2018, March). *Critical cases of coaching for equity-based dispositions*. Session presented at annual AACTE conference, Baltimore.

Das Chaudhuri, S., Hazel, C. & **Lerner, J.** (2018, February). *Promoting Novice Teacher Development, Resilience, and Retention through Consultation*. Paper presented at the annual NASP conference, Chicago. Contributor.

Salazar, M., **Lerner, J.**, & Lear, J. (2015, April). Portrait of an EPP: Weaving Equity across Programmatic Components. Session presented at annual CAEP conference, Denver.

Service

Local

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| 2019 | Denver Public Schools Professional Development Unit Design Committee. Appointed member. |
| 2017-2018 | Denver Public Schools Strengthening Neighborhoods Committee. Appointed member. |
| 2015-2016 | Denver Public Schools Induction Partnership. Faculty lead. |

Morgridge College of Education Service

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| 2017-2018 | CAEP Annual Report. Faculty lead. |
| 2017-2018 | Search committee for Associate Director for Accreditation and Assessment. Committee member. |
| 2016-2017 | Search committee for Clinical Assistant Professor in Teaching and Learning Sciences Department. Committee member. |
| 2015-2017 | Initial accreditation for Council for the Accreditation of Educator Preparation (CAEP). Co-Chair. |
| 2010-2011 | Morgridge College of Education and Natural Sciences and Mathematics: Interdisciplinary Community Collaboration. Committee member. |

Licenses

2003

Colorado Principal License

2001

Colorado Elementary Teaching License