

## Kara Lee Coffino, Ph.D.

### Curriculum Vitae, February 2020

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## EDUCATION

Ph.D.	2012	University of Minnesota – Twin Cities, Minneapolis, MN Department of Curriculum and Instruction Major Program: Literacy Education Supporting Program: Organizational Leadership, Policy, and Development Dissertation: <i>Teacher experience, learning, and change: An investigation of the effects of long-term professional development</i> (Advisor: Dr. Lori Helman)
M.A.	2007	Columbia University - Teachers College, New York, NY Major Program: Organizational Leadership Concentration: Public School Leadership
B.A.	2002	University of California – Berkeley, Berkeley, CA Major: Development Studies Minor: City and Regional Planning

## PROFESSIONAL CERTIFICATION

- Teacher, 4<sup>th</sup>-6<sup>th</sup> (Minnesota)
- Teacher, 4<sup>th</sup>-6<sup>th</sup> Grade (Mississippi)
- School Administrator License – K-12 (Minnesota)
- School Administrator Certificate (Mississippi)
- School Administrator/Supervisor Professional Certificate (New York)
- Administration and Pupil Personnel Services, School Building Leader Initial Certificate (New York)

## **PROFESSIONAL EXPERIENCE**

8/2018-present      **Co-Director, Center for Educator Preparation**  
**Assistant Professor, School of Education**  
College of Health and Human Sciences  
Colorado State University, Fort Collins, CO

9/2013-present      **Director, Alternative Pathways to Teaching**  
College of Education and Human Development  
University of Minnesota, Minneapolis, MN

### **Program Implementation (6/2014-present)**

- Supervised 18-person program team consisting of full-time faculty, graduate students, and adjunct faculty.
- Successfully partnered with unit director to manage \$640,000 annual budget.
- Led and oversaw quality of four licensure programs (elementary education, secondary mathematics, secondary science, K-12 ESL).
- Spearheaded continuous program improvement by analyzing key data including student satisfaction surveys, course evaluations, grades, test performance data, instructor feedback, coaching trends, and placement site feedback.
- Authored required state licensure program reports annually.
- Maintained quality and organization of 30 syllabi from 2014-2018.
- Scheduled all courses for four licensure program areas.
- Led process of annual curriculum revision and re-design.
- Collaborated with human resources throughout all stages of hiring process: search, on-boarding, and on-going staffing needs.
- Managed all communication and collaboration between University of Minnesota and 22 partnership school sites.
- Facilitated monthly coaching seminars for clinical supervisors.
- Taught graduate level courses each semester.
- Served as faculty adviser to 89 masters level students.

### **Program Design (9/2013-6/2014)**

- Designed staffing model, identified budget needs, and created initial budget to ensure solvency for program launch.
- Partnered with 17 faculty to design 30 standards-aligned masters level courses.
- Pioneered proposal process for 30-credit licensure/36-credit M.Ed. educator preparation pathway with both Minnesota Board of Teaching and University of Minnesota Provost.

- Created innovative teacher preparation model including co-teaching clinical model with comprehensive coaching program.
- Identified and developed partnerships with 22 placement sites based on the commitments, values, and needs of multiple school and district partners.

6/2012 – 11/2013

**Coordinator, District Partnerships**

Office of Professional Development, College of Education and Human Development

University of Minnesota, Minneapolis, MN

- Developed and maintained long-term professional development partnerships between the University of Minnesota and K-12 schools across the state of Minnesota.
- Conducted needs assessments with K-12 schools and districts in order to identify and prioritize key levers for instructional transformation.
- Designed, coordinated, and managed all aspects of large-scale, long-term instructional innovation partnership with Austin Public School District (*STEAM for All*).
- Conducted field-based research and evaluation related to K-12 instruction, professional development, and school design.
- Served as leadership coach for K-12 principals and instructional coaches.

8/2010 –6/2012

**Program Coordinator, Hormel Fellowship & Masters Program**

Department of Organizational Leadership, Policy, and Development

University of Minnesota – Twin Cities, Minneapolis, MN

- Developed and maintained partnership with Austin Public School District.
- Planned, managed, and coordinated all programmatic elements of masters program for in-service teachers across four degree tracks (secondary science, secondary math, elementary literacy, elementary math).
- Designed new courses based on contextual needs of district-based cohort.
- Collaborated with unit director on creation and management of multi-year program budget.
- Designed and taught research methods and capstone courses.

2007-2010

**Research & Graduate Assistant, Hormel Fellowship**

Department of Curriculum and Instruction

University of Minnesota – Twin Cities, Minneapolis, MN

- Designed surveys and questionnaires.

- Collected observation, questionnaire, and interview data.
- Analyzed data across 55 participants.
- Designed and co-taught 2 courses

2005-2007

**Literacy Coach**

Carver Upper Elementary School  
Indianola School District, Indianola, MS

- Evaluated existing instructional framework and restructure school-wide balanced literacy instructional curriculum.
- Planned and conducted weekly professional development based on teacher and school needs.
- Developed safety nets and intervention program for students performing two or more grade levels behind.
- Planned and facilitated school Leadership Team.

2002-2005

**Fourth Grade Teacher**

Carver Upper Elementary School  
Indianola School District, Indianola, MS.

- Designed and implemented assessment-driven balanced literacy and math curriculum.
- Served as Mississippi’s *America’s Choice Model Literacy Classroom* to which educators, administrators, and state government officials visited to observe best-practice instructional techniques.

**UNIVERSITY TEACHING EXPERIENCE**

2018-present

*Schooling in the US (EDUC 275)*

Focuses on the historical, social, political, philosophical, cultural and economic forces that shape the United States public school system. Includes current issues of educational reform, technology as it relates to education and considerations related to becoming a teacher in the state of Colorado. Special interest will be paid to the topic of diversity in the PK-12 school system.

2014-2018

*Seminar in Coaching and Mentoring*

Year-long seminar designed to support and develop field supervisors understanding of developmental coaching. Seminars are grounded in research with the intention of building bridges between theory and practice. Topics range from constructive developmental theory to the coaching impact model. Seminars are held monthly throughout the academic year and participation is required for all clinical field supervisors working in the APT program.

- 2017-2018 *CI 5983: Equity-Based Pedagogy and Advocacy*  
Drawing on their experiences in *Introduction to Equity-Based Pedagogy* and *Enacting Equity-Based Pedagogy*, students will extend their understandings of inequities in society, the 5 principles for social class-sensitive change, and will continue to explore the intersections between social class and other markers of difference such as race, gender, sexuality, and language. Students will learn to identify ways to change broader school and classroom policies and practices to reflect an anti-(classist, racist, sexist) commitment. (Fall 2017-Spring 2018)
- 2016-2017 *CI 5211: Diversity in Children’s Literature Module*  
This module is designed to support teacher candidates in becoming familiar with a wide variety of children’s books from all genres and many authors, illustrators and cultures; make them aware of research in response to literature and enable them to aid in the continuing development of children’s responses to books; and give them an overview of current issues in the field of children’s literature. (Summer 2016; Summer 2017)
- 2014-2017 *CI 5980: Clinical Experiences for K-12 Teaching*  
Through reflection on teaching, peer processing, discussion, and self-assessment this course provides practical teaching and learning experiences in a public school setting. In the first year of the clinical experience teacher candidates will receive one-on-one coaching and co-teaching opportunities with their University Mentors, TFA Coaches and in some cases on-site School Liaisons. In the second year of the clinical experience there will be continued opportunities for one-on-one coaching, but with gradual movement toward more self-assessment and culminating with creating the edTPA portfolio. (Summer 2014; Fall 2014; Spring 2015; Summer 2015; Fall 2015; Spring 2016; Summer 2016; Fall 2016; Spring 2017; Fall 2017)
- 2014-2017 *CI 5982: Enacting Equity-Based Pedagogy*  
Drawing on their experiences in *Introduction to Equity-Based Pedagogy*, students will extend their understandings of inequities in society, the 5 principles for social class-sensitive change, and will continue to explore the intersections between social class and other markers of difference such as race, gender, sexuality, and language. Students will engage in inquiries around working-class literature for adults and children; labor histories; and economic systems; locate and disrupt hierarchies of class, race, gender, sexuality and language in schools and communities; integrate marginalized (by class, race, gender, sexuality, and language) into curriculum; and perceive (classed, raced, gendered, sexed, and

language) bodies in moment-to-moment interactions with educators, students, and families. (Fall 2014-Spring 2015; Fall 2015-Spring 2016, Fall 2016-Spring 2017)

Fall 2011

*CI 5178: Project in Teacher Leadership*

This graduate level course is designed to support teachers as they create, implement, evaluate, and present a leadership project designed to initiate positive change in educational environments. Students review related literature, develop a proposal, develop a classroom based action research project, implement/evaluate, critically reflect, and share learning outcomes. This is the final course that supports capstone projects. (Fall 2011)

2010-2011

*CI 5435: Instructional Leadership in Preventing Reading Difficulties*

This graduate level course is designed to prepare Minnesota teachers for the K-12 Reading License. Focus is on diagnosing and assessing students' literacy progress and working in a leadership role with other teachers to improve their ability to effectively teach students with reading difficulties. (Fall 2010; Spring 2011)

2010-2011

*EDPA 5080: Introduction to Action Research (Special Topics).*

This graduate level course serves as an introduction to classroom-based research and Action Research methods. Students design a pilot study and engage in a complete Action Research cycle. Participation in this course equips students with an understanding of classroom-based research necessary to design future studies. (Fall 2010; Summer 2011)

2008-2010

*CI 3401: Diversity in Children's Literature*

This introductory course to children's literature focuses on children's literature as a field of study and as an important component in the lives of children. The course is designed to explore and discuss children's books in all genres, considering them in terms of literary quality and cultural authenticity. Students investigate research in response to literature, cultural diversity, and children's reading interests. (Fall 2008; Spring 2009; Fall 2009; Spring 2010)

Summer 2010

*CI 5410: Content Area Literacy: Integration, Implementation, and Assessment*

This course is a follow-up of a course taught in the Summer of 2009. It connects content area instruction with literacy instruction and explores research and instructional approaches for students from diverse backgrounds. Current research in both areas will be examined and instructional applications investigated. Session topics will focus on various components of effective instruction including: motivation and

reading engagement of all learners, crafting a year-long instructional theme consisting of multiple units, weaving strategy instruction throughout content instruction, the role of the teacher in integrating instruction, and student comprehension of informational texts. (Summer 2010)

Summer 2009

*CI 5410: Developing Integrated Themes in Literacy*

This course connects content area instruction with literacy instruction and explores research and instructional approaches for students from diverse backgrounds. Current research in both areas will be examined. Session topics will focus on various components of effective instruction including: motivation and reading engagement of all learners, crafting an integrated unit, weaving strategy instruction throughout content instruction, the role of the teacher in integrating instruction, and student comprehension of informational texts (Summer 2009).

## **COURSE DESIGN AND INSTRUCTIONAL DEVELOPMENT**

Summer 2019

EDUC 275: Schooling in the United States

Critically analyzed existing course content, assignments, and readings. Drawing off of a combination of student feedback and analysis, redesigned key assignments, developed new assignments, and identified new and updated readings and course structures. Redesign process involves: incorporation of dialogue-based activities; development of Teacher Identity Self-Study; use of case studies to connect theory to practice; incorporation of new literacies (including podcasts, web-tools, and documentaries); focused attention to trans- and identity-inclusiveness; and updating of all readings, ensuring they reflect current research.

2016-2018

*CI 5980: Clinical Experiences for K-12 Teaching*

Redesigned lesson planning and on-going journal reflection assignments to align with requirements of edTPA, reflect current research on best practices in teacher development, and more closely reflect the authentic practice of in-service teachers.

2014-2018

*Mentoring and Coaching Seminars*

Designed and facilitated monthly seminars for university filed supervisors (UMentors) rooted in research on facilitative coaching, adult development, and change theory. Topics of study redesigned annually.

Summer 2017

*Capstone Project Development (APT): Participatory Action Research*

This structure and the requirements of this project were developed to support the learning and growth of teachers in a cohort-based graduate program as a synthesis of key theories from program-specific coursework. All action research projects focus on addressing and dismantling issue of equity, or oppression in schools. This project serves a culmination of coursework and learning for the degree program.

- Summer 2017 *CI 5983: Equity-Based Pedagogy & Advocacy*  
Redesigned course, including all readings and assignments, in order to meet the developmental needs of cohort based on participants' school contexts and student populations. Ensured alignment to Minnesota state standards of effective practice for teachers. Course includes capstone action research project aligned to CI 5980.
- Summer 2014 *CI 5982: Enacting Equity-Based Pedagogy*  
Redesigned course, including all readings and assignments, in order to meet the developmental needs of cohort based on participants' school contexts and student populations. Ensured alignment to Minnesota state standards of effective practice for teachers. Course includes major project aligned to CI 5980.
- Winter 2014 *Reflexive Seminar*  
With a focus on building reflective practitioners, this seminar was developed as an essential component of the Alternative Pathway to Teaching licensure program. It is required for students in all licensure areas and draws on research in constructive developmental theory and reflective practice.
- Winter 2014 *CI 5211: Diversity in Children's Literature (Module)*  
This module was designed as the foundation in children's literature and explores topics from how picture books work to response to literature. The module's exploration of diversity in children's literature is linked to content area methods coursework.
- Winter 2014 *CI 5984: Planning, Design, and Management*  
This course was developed for the Alternative Pathways to Teaching licensure and M.Ed. programs. It serves as an introduction to backwards design and lays the foundation of classroom management. It is a required course in the first semester of coursework and coincides with student teaching.
- Spring 2011 *Capstone Project Development (Hormel Fellowship): Participatory Action Research*

This structure and the requirements of this project were developed to support the learning and growth of teachers in a cohort-based fellowship program based on their program-specific coursework. This project serves a culmination of coursework and learning for the degree program.

- Spring 2011 *Directed Study in Culturally Responsive Pedagogy*  
Created and supervised directed study course on the topic of Culturally Relevant Pedagogy.
- August 2010 *OLPD 5080: Introduction to Action Research (Special Topics)*  
This graduate level course explores the role of Action Research in a K-12 setting. This course guides teachers through one cycle of action research and the development of a study proposal in preparation for their capstone project. This course and structure was also used in Summer 2011.
- Spring 2010 *CI 5410: Content Area Literacy: Integration, Implementation, and Assessment (Special Topics)*  
This course was designed a follow-up of a course taught in the Summer of 2009. The same cohort of students enrolled in the course. District leaders collaborated to create course goals. Major project for the course was an integrated thematic plan for year-long instruction which included unit plans.
- Spring 2009 *CI 5410: Developing Integrated Themes in Literacy (Special Topics)*  
This course was designed to connect content area instruction with literacy instruction and explores research and instructional approaches for students from diverse backgrounds. This course was designed based on district goals and major output for course included a complete integrated thematic unit plan.

## **RESEARCH EXPERIENCE**

- 2014-2018 Principal Investigator, University of Minnesota, Alternative Pathway to Teaching  
Project Title: *Understanding the Process of Induction to Teaching Through an Alternative Preparation Model*  
Project Site: Minneapolis, MN  
Responsibilities: Design project, oversee and monitor data collection, conduct data analysis.

- 2012-2014 Principal Investigator, University of Minnesota, Center for Research, Innovation, and Outreach  
Project Title: *STEM Instruction for All: Shifting Paradigms and Supporting Teacher Development*  
Project Site: Austin Public School District, Austin, MN  
Responsibilities: Design project, oversee and monitor data collection, conduct data analysis.
- 2009-2012 Principal Investigator, University of Minnesota, Department of Curriculum & Instruction – Literacy Education  
Project title: *Teacher Experience, Learning, and Change: An Investigation into the Effects of Long-Term Professional Development*  
Project Site: Austin Public School District, Austin, MN  
Responsibilities: Designed project. Conducted all data collection and analysis of data.
- 2008-2010 Research Assistant, University of Minnesota  
Project title: *Integrating Literacy and Content Area Instruction in a Diverse Rural Setting*  
Project Site: Austin Public School District, Austin, MN  
Responsibilities: Designed surveys and questionnaires; collected observation, questionnaire, and interview data; analyzed data across 55 participants.

## **OTHER RELATED EXPERIENCE**

- 2017-2018 **Content Review Specialist**, New Teaching Licensure Programs, Minnesota Professional Educator Licensing and Standards Board
- Co-review applications for Program Approval (specialties: Standards of Effective Practice & Reading)
  - Co-review new and revised applications for individual licensure via portfolio
- 2015-2017 **Trained edTPA scorer**, Pearson
- Trained and certified to score edTPAs in elementary education and elementary literacy.
  - Actively scored edTPAs for Pearson in 2016 and 2017.
- 2010-2015 **Principal Internship Coach**, Columbia University – Teachers College
- Mentored and supported administrative interns through completion of year long, field-based internship.
  - Reviewed major internship projects.

- 2012-2013                    **Success Coach**, Achieve Minneapolis
- Partnered with Minneapolis Public Schools in order to strengthen college and career readiness for high school students.
  - Worked one-on-one with Success Speakers (professionals from the business sector) to develop their skills in public speaking and cultural relations.
- 2008                            **School Director**, Teach For America Summer Institute
- Planned and oversaw daily and summer-long logistics at school site.
  - Analyzed school-wide assessment and performance results for summer school program.
  - Trained nine team members and structure the training for over sixty new teachers.
- 2005                            **Corps Member Advisor**, Teach For America Summer Institute
- Provided critical feedback and support for sixteen new corps members.
  - Observed instruction and provided instructional coaching.

## **PUBLICATIONS**

Tank, K. M., & **Coffino, K.** (2013). Learning science through talking science in elementary classroom. *Cultural Studies of Science Education*, 1-8.

Helman, L., Allen, K., Beach, R., Bigelow, M., Brendler, B., **Coffino, K.**, ... & Stornaiuolo, A. (2013). Annotated Bibliography of Research in the Teaching of English.

**Coffino, K.** (May, 2013). IRA Children's and Young Adult Book Award Winners 2013. *Reading Today: Online*. International Reading Association.

Beach, R., Bigelow, M., Braaksma, M., Brendler, B., **Coffino, K.**, Dillon, D., Frederick, A., Gabrielli, M., Haertling-Thein, A., Helman, L., Janssen, T. M., Kapoor, R., Liang, L., Ngo, B., O'Brien, D., Scharber, C. (2012). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English*. Urbana, IL: National Council of Teachers of English.

## **CONFERENCE PRESENTATIONS**

- Coffino, K.** (2020, February). *Reflection into Action: Dialogue as an Instructional Tool*. National Association of Professional Development Schools Conference, Atlantic City, NJ.
- Coffino, K.,** Kuntz, M., King, F., Shastry, L., Moore, K.M., Fontana, L. (2019, November). *Multiple Pathways to Dialogue: A Multi-Institution Partnership*. University of Colorado – Boulder, Boulder, CO.
- Long, K. **Coffino, K.,** & Gorzelsky, G. (2019, October). *Re-Imagining Our Roles: Innovative Models of Sustained Professional Learning*. National Network for Educational Renewal Conference, Fort Collins, CO.
- Coffino, K.,** Shastry, L., Holsten, M., King, F., Fontana, L., Chen, C. (2019, October). *Multiple Pathways to Dialogue*. Diversity Symposium, Colorado State University, Fort Collins, CO.
- Lewis, A., Bongers, B., Sebald, A., **Coffino, K.,** Jennings, L, & Searle, J. (2018, October). *Addressing the Teacher Shortage and Preparing Culturally Responsive Educators*. Diversity Symposium, Colorado State University, Fort Collins, CO.
- Coffino, K.,** Rummel, A., Pettis, C. (2018, October). *There's So Much to Learn as a Co-Teacher: A Supportive Model*. National Conference on Co-Teaching, Bloomington, MN.
- Coffino, K.,** (2016, March). *Multiple Ways to Coach: Program Support for Mentors and Teachers*. Paper presented at the National Association for Alternative Certification Conference, New Orleans, LA.
- Coffino, K.,** (October, 16, 2015). Multiple Pathways to Teaching: Preparing Teachers to Meet the Needs of MN's Diverse Students. Invited presentation, made at the "Solutions for Stronger Schools: Increasing Teacher Quality and Diversity in MN" Conference. MinnCAN sponsored event, Minneapolis, MN.
- Coffino, K.,** Gast, K., Henning-Smith, J. (2015, March). *Closing the Loop: Program Design to Support Alternative Pathway Educators*. Paper presented at the National Association for Alternative Certification Conference, Chicago, IL.
- Liang, L.A., Ford, M.P., Scanlon, L., **Coffino, K.,** Coombs, D., Corbin, S., Killorn, K., Kostrubala, K., Marciano, D.L., Strop, J., Vessell, A., & Young, T. (2014, April.) *New Authors, Great Texts, and Teachable Moments: The 2013-14 IRA Children's and Young Adult Book Awards*. Paper presented at the meeting of the International Reading Association National Conference, New Orleans, LA.
- Coffino, K. (Chair),** Alberts, J., McDermott, J., & Upadhyay, B. (2014, March). *Voices of Transformation: Changing school and collaborating to build STEAM education* – National Association for Research in Science Teaching (NARST) Annual Conference. Pittsburgh, PA.

Alberts, J., **Coffino, K.**, McDermott, J., & Upadhyay, B. (2013, October). *STEAM Education for All Students: Co-generating a Successful STEAM Partnership Between the School District and University*. Presented at the Fall meeting of the Minnesota Association of School Administrators, Duluth, MN.

Liang, L.A., Ford, M.P., Scanlon, L., **Coffino, K.**, Coombs, D., Corbin, S., Killorn, K., Kostrubala, K., Marciano, D.L., Strop, J., Vessell, A., & Young, T. (2013, April.) *Making a difference for new authors: The 2012-13 IRA children's and young adult book awards*. Paper presented at the meeting of the International Reading Association National Conference, San Antonio, TX.

**Coffino, K.** (2012, December). *Teacher Experience, Learning, and Change: An Investigation of the Effects of Long-Term Professional Development*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA. (Refereed).

**Coffino, K.** & Helman, L.A. (2011, December). *Supporting Teacher Change Through Extended Professional Development*. Paper selected as "Area Chair Award Session". Paper accepted for presentation at the annual meeting of the Literacy Research Association, Jacksonville, FL. (Refereed).

**Coffino, K.** (2011, May). *How a University Partnership with a Rural School District Helped Teachers Transform Their Approach to Instruction Through Classroom Based Research*. Invited for presentation at the Minnesota Center for Reading Research.

Helman, L.A. & **Coffino, K.** (2010, May). *Differentiating Literacy and Content Instruction for Diverse Learners in a Rural Midwestern School District*. Paper presented at the annual meeting of the American Educational Research Association Conference, Denver, CO (Refereed).

Helman, L. A. & **Coffino, K.** (2009, December). *Transforming literacy instruction for English language learners in a rural Midwestern school district*. Paper accepted for presentation at the annual meeting of the National Reading Conference, Albuquerque, NM. (Refereed).

## **PROFESSIONAL DEVELOPMENT AND OUTREACH (SELECTED)**

January 2018                      Co-Teaching Training Facilitator, Minneapolis Residency Program  
Minneapolis Public Schools, Minneapolis, MN.

August 2017                      Co-Teaching Training Facilitator, Minneapolis Residency Program  
Minneapolis Public Schools, Minneapolis, MN.

June 2017	Co-Teaching Training Facilitator, Minneapolis Residency Program Minneapolis Public Schools, Minneapolis, MN.
June 2016	Co-Teaching Training Facilitator, MPS Summer Session Green Central Community School, Minneapolis, MN.
2013-2014	Facilitator, "Full STEAM Ahead" (monthly professional development) St. Paul City School, St. Paul, MN.
August 2009	Workshop Facilitator, Integrating Literacy and Content Area Instruction for K-12 school staff. Austin Catholic Schools, Austin, MN.
2005-2006	Course Leader, "Designing and Implementing a Balanced Literacy Curriculum in the Elementary Classroom" Delta State University, Cleveland, MS.

## **FUNDED GRANTS**

September 2019	<b>Coffino K.</b> Secured \$25,000 in scholarship funding from the division of Enrollment and Access to support students participating in Longmont Teacher of Color Cohort (Pilot).
July 2019	<b>Coffino, K.,</b> Sebald, A., Faircloth, S. <i>Colorado Rural Fellowship Program (HB 18-1002)</i> . Grant funds total \$120,000 (Colorado State University contribution: \$60,000; CDHE contribution: \$60,000). The Colorado Rural Fellowship Grant is a matching grant program requiring Institutions of Higher Education (IHEs) to provide matching funds to those provided by Colorado Department of Higher Education (CDHE). In collaboration with the CDHE, CSU is supporting 12 Fellows (5 Fellows 2019-2020; 7 Fellows 2020-2021).
May 2019	<b>Coffino, K.,</b> Castor, J. <i>Education Abroad Curriculum Integration</i> . Project: Gathering information for a cross-cultural experience for our teacher candidates. Office of International Programs. Grant funds total \$2000.
May 2012	<b>Coffino, K.,</b> Dahal, B., Kemske, N., and Sawyer, N. <i>Curricular Discernment and Professional Development to Support Launch of Intermediate STEAM School</i> , awarded \$225,000 grant to fund an 18-month professional development partnership between the University of Minnesota and Austin Public School District.

- February 2011 *Department of Curriculum and Instruction Thesis Research Grant* awarded to fund dissertation research and materials.
- April 2010 *Department of Curriculum and Instruction Travel Grant*, awarded to fund travel to the American Educational Research Association conference, Denver, CO.
- October 2009 *Graduate and Professional Student Assembly Travel Grant*, awarded for travel to the National Reading Conference, Albuquerque, NM.
- October 2009 *Department of Curriculum and Instruction Travel Grant*, awarded for travel to the National Reading Conference, Albuquerque, NM.

### **SCHOLARSHIPS AND AWARDS**

- May 2011 *Bruininks-Hagstrum Endowed Fellowship*, awarded to one advanced graduate student in the College of Education and Human Development emphasizing studies in educational policy and reform of educational and human service programs that emphasize the positive development and success of children and youth with special learning needs, including those from economically disadvantaged circumstances.
- May 2011 *Robert L. Schreiner Reading Fellowship*, awarded to a doctoral candidate whose dissertation findings have the potential to make a significant contribution to the field of reading education.
- May 2011 *JoAnne Buggery Fellowship for Elementary Education*, awarded to a graduate student enrolled through the Graduate School studying in the area of elementary education.
- May 2009 *Women's Philanthropic Leadership Circle Graduate Award*, awarded to female student in the College of Education and Human Development who demonstrates academic promise and leadership ability.
- May 2009 *Hauge Fellowship*, awarded to one distinguished graduate student in the College of Education and Human Development.
- May 2009 *Priscilla Hawn Award*, awarded to one graduate student in the department of Curriculum and Instruction who shows a dedication to working to close the achievement gap in elementary education.

## **OFFICE AND COMMITTEE MEMBERSHIPS**

2018-2019	Committee Member, Non-Tenure Track Faculty Committee, College of Health and Human Sciences, Colorado State University
2018-2019	Member, School of Education Leadership Team, College of Health and Human Sciences, Colorado State University (appointed by Director of School of Education)
2015-2018	Founding Council Member, Educator Policy & Practice Council, College of Education and Human Development, University of Minnesota (appointed by the Dean of CEHD)
2014-2018	Licensure Program Lead Team, Office of Teacher Education, College of Education and Human Development, University of Minnesota
2014-2018	Graduate Program Coordinator, Curriculum and Instruction, College of Education and Human Development, University of Minnesota
2014-2018	Program Area Coordinator, Multiple Pathways to Teaching, College of Education and Human Development, University of Minnesota
2014-2015	Co-chair, <i>Intermediate Book Awards Committee</i> , International Reading Association
2012-2015	Committee Member, <i>Children's and Young Adult Book Awards</i> , International Reading Association
2012-2014	Chair, Urban Leadership Academy, College of Education and Human Development, University of Minnesota
2011-2012	Founding member and cabinet member, Curriculum and Instruction Graduate Student Association, University of Minnesota
2008-2009	Member, Meals and Decoration Committee, International Reading Association Annual Conference
2004-2008	Regional Advisor for Southern Region, National Advisory Board, TIME for Kids

## **SERVICE TO EDUCATIONAL INSTITUTIONS**

2018-present	Intergroup Dialogue Planning Group Member, Colorado State University
April 2012	Keynote speaker, Women's Philanthropic Leadership Circle Awards.
October 2011	Keynote speaker, Celebration of Scholars Celebration & Awards, College of Education and Human Development,
August 2011	Panelist and student representative, 2011-2012 New Student Roundtable for the Department of Curriculum and Instruction.
2009-2010	Consultant and Scorer, Ready or Not Reading initiative, Minnesota State Colleges and Universities.
August 2009	Panelist and student representative, 2009-2010 New Student Roundtable for the Department of Curriculum and Instruction.
2005-2007	Facilitator, New Teacher Support Group, Indianola School District, Indianola, MS.

### **SERVICE TO COMMUNITIES**

2007-2013	Mentored and tutored child with severe emotional, behavioral, and academic needs. Served as liaison between school and home, attending all IEP meetings, parent conferences, and planning for his transition from high school.
2007-2008	Tutored high school senior identified as needing significant behavior and academic supports twice a week. Collaborated with teachers to personalize academic load and create an individualized literacy program.

### **REVIEWING FOR JOURNALS AND PUBLISHER**

2019-present	<i>Reviewer, Journal of Urban Education</i>
2018-present	<i>Reviewer, Journal of Teacher Education</i>
2012-2015	<i>Reviewer for Action in Teacher Education, Journal of the Association of Teacher Educators.</i>
2009	<i>Reviewer for Galda, L., Cullinan, B., &amp; Sipe, L. (2010). Literature and the Child (7<sup>th</sup> ed.), Belmont, CA: Wadsworth.</i>

## **PROFESSIONAL CERTIFICATIONS AND TRAININGS COMPLETED**

- |      |  |
|------|--|
| 2015 | Co-teaching: Train the Trainer (Minneapolis, MN)           |
| 2015 | Constructing the Innocent Classroom (Minneapolis, MN)      |
| 2015 | Immunity to Change: Individuals and Groups (Cambridge, MA) |

## **MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS**

American Educational Research Association  
Learning Forward