

Katherine Egan Cunningham, EdD.

Manhattanville College

2900 Purchase Street

Purchase, NY 10577

(914) 323-8603

Katherine.cunningham@mville.edu

336 Mountain Road

Wilton, CT 06897

(917) 520-8687 (c)

kegancunningham@gmail.com

CURRENT ACADEMIC APPOINTMENT

Professor

Manhattanville College

School of Education

Literacy and English Education

Director of Advanced Program in Social and Emotional Learning

EDUCATION

Teachers College, Columbia University, 2009

Doctor of Education: Curriculum and Teaching

Dissertation: "Getting Out of the Comfort Zone: Using Read-Alouds to Engage Students in Critical Literacy"

Massachusetts College of Liberal Arts, Leadership Academy, 2007

Administration/Supervision summer program

New York University, Steinhardt School of Education, 2003

Master of Education: Early Childhood and Elementary Education

Oxford Summer Study, 2002

Thesis: *"Children's literature as a catalyst for poetry, stories, and artwork"*

Princeton University, 2000

Bachelor of Arts: School of Architecture

Cum Laude

Certifications: *New York State Elementary Education (preK-6-provisional), New York State School Administration (permanent)*

RESEARCH INTERESTS

Instructional methods; Student and teacher well-being; Professional learning; Children's and young adult literature; New technologies and critical literacies

ACADEMIC APPOINTMENTS

Professor	July 2021-present
Associate Professor	July 2017 – June 2021
Assistant Professor	July 2011– June 2017
Visiting Assistant Professor	July 2010 - June 2011

**School of Education
Manhattanville College, Purchase, NY**

Courses Taught

Foundations of Social and Emotional Learning (online)
Fundamentals of Education
Foundations of Education (online)
Organizing and Leading Literacy Programs (hybrid and online)
Global and Multicultural Children’s Literature (hybrid and online)
New Technologies and Critical Literacies (hybrid and online)
Literacy Practicum
Early Literacy
Language, Literacy, and Culture
Literacy Research Seminar
Action Research Seminar
Capstone Project in Literacy
An Arts Approach to Literacy
Methods for Teaching Literacy and Language Arts grades K-2
Methods for Teaching Literacy and Language Arts grades 3-6
Student Teaching Seminar (graduate and undergraduate)

Director of Advanced Program in Social and Emotional Learning, 2020-present

Responsibilities Include:

- Developed four-course sequence for state approval
- Hire instructors with relevant experience
- Coordinate with relevant stakeholders including Professional Development School liaisons and building leaders and Doctoral faculty and students with research interests in social and emotional learning and mental health education
- Oversee capstone projects

Professional Development School (PDS) Liaison, Thomas Edison Elementary School, Port Chester, NY 2012-2013

Responsibilities Include:

- Worked on-site at the PDS a minimum of two days per week
- Built and maintained relationships with all stakeholders

- Supervised student teachers and taught student teaching seminars
- Provided professional development for faculty, administration, and staff
- Coordinated and led PDS Steering Committee
- Collected and analyzed data
- Taught on-site field-based courses (both graduate and undergraduate)
- Advised faculty who enrolled and attended Manhattanville
- Organized and facilitated annual 5th grade visit to Manhattanville
- Served as a member of the SOE PDS Advisory Board
- Served as a member of the SOE PDS Working Committee

OTHER PROFESSIONAL EXPERIENCE

Independent Education Consultant 2010-present

Staff Developer and Literacy Consultant 2010-2018
LitLife, Inc.

Literacy Specialist and Instructional Coach 2007-2010
Saint David's School, New York, NY, preK-8

Staff Writer 2010
Thoughtful Education Press

Graduate Assistant 2006-2007
Teachers College, Columbia University

Second Grade Teacher 2004-2007
Saint David's School, New York, NY

Fourth Grade Teacher 2001-2004
The Dwight School, New York, NY

Fifth Grade Associate Teacher 2000-2001
The Brearley School, New York, NY

PUBLICATIONS

Books

Cunningham, K. Burkins, J., & Yates, K. (under review). *Shifting the balance: 6 Ways to bring the science of reading into the balanced literacy classroom.*

Cunningham, K., Cappiello, M.A., Dawes, E., Enriquez, G., Davila, D., (under review). *Purpose matters: Selecting and using children's literature for inquiry and engagement*.

Cunningham, K. (2019). *Start with joy: Designing literacy instruction for student happiness*. Portland, ME: Stenhouse Publishers.

Wepner, S. B., Gomez, D., Cunningham, K., Rainville, K. N., & Kelly, C.R. (2016). *Literacy leadership in changing schools: Ten keys for successful professional development*. New York, NY: Teachers College Press.

Cunningham, K. (2015). *Story: Still the heart of literacy learning*. Portland, ME: Stenhouse Publishers.

Peer-reviewed Journal Articles

Cunningham, K.E. & Pflieger, A. (in press). Efficacy in the face of adversity: Lessons learned from teaching during the pandemic. *Educational Leadership*.

Cunningham, K.E., & Enriquez, G. (in press). Planning for book joy: Reconceptualizing power in literacy instruction. *Language Arts*.

Cunningham, K.E. (2021). In search of hope and healing: Guideposts for whole-hearted living, loving, and teaching after loss. *Educational Forum*, 85(4).

Cunningham, K.E. & Falk, J. (2020). Professional learning of literacy teachers of specialized populations. *Reading Horizons: A Journal of Literacy and Language Arts*. 59(2), 1-19.

Fantozzi, V. & Cunningham, K. (2018). Countering the Peter effect: Blogging and talking about children's literature in teacher education classes. *Journal of Literacy Innovation*, 3(1), 16-30.

Cunningham, K. E. & Rainville, K. (2018). Joyful leadership in practice. *Educational Leadership*. 3(1), 62-67.

Berchin-Weiss, J., Falk, J., & Cunningham, K.E. (2016). Supporting d/Deaf students with intellectual disabilities: A specialized literacy curriculum. *Insights on Learning Disabilities: From Prevailing Theories to Validated Practices*, 13(1), 61-80.

- Cunningham, K. (2013). We are what we repeatedly do: Creating a close reading culture in a K-8 school. *Connecticut Reading Association Journal*, 2 (1), 21-28.
- Cunningham, K. and Enriquez, G. (2013). Bridging core-readiness with social justice through social justice picture books. *New England Reading Association Journal*, 48 (2), 28-37.
- Cunningham, K. and Farrell Smith, S. (2013). Creativity matters: The 7/6 project and the edges that expand writing. *The English Record*, 63 (1), 132-142.

Book Chapters

- Cunningham, K. & Gomez, D. (accepted). Professional learning within the professional development school. In J. Ferrara, Nath, J., Beebe, R. (Eds.) *Professional development school and community schools: The nexus of practice. A volume in research in professional development schools*. Charlotte, NC: Information Age Publishing.
- Cunningham, K. & Enriquez, G. (2018). Picturebook illustrations: Powerful pathways for literacy learning and language acquisition. In B. Berriz, V. Poey, A. Wager (Eds.) *Art as a way of talking for emergent bilingual youth: A foundation for literacy in prek-12 schools* (pp.144-165). New York, NY: Routledge Press.
- Rainville, K & Cunningham, K. (2018). Reframing how we think about learning: A four-source model. In K. Byrnes, J. Dalton, & E. Dorman (Eds.) *Cultivating a Culture of Learning: Contemplative Practices, Pedagogy, and Research in Education* (pp. 21-30). New York, NY: Rowman & Littlefield.
- Cunningham, K. E. (2014). Partnering to strengthen the teaching of foundational literacy skills. In J. Ferrara, J. L. Nath, & I. N. Guadarrama (Eds.) *Creating visions for university-school partnerships, vol. 5* (pp. 259-282). Charlotte, NC: Information Age.

Children's Literature Reviews

- Enriquez, G., Lara, G. P., Cunningham, K. E., Dawes, E. T., & Clark, S. R. (2021). Shattered stereotypes, multiple identities, and vibrant intersections: Books that explore and celebrate complex characters. *Language Arts*, 98(3), 162-171.

- Enriquez, G., Cappiello, M.A., Cunningham, K.E., & Dawes, E.T. (2020). Stories for multimodal learners: Picturebooks, audiobooks, and Apps to engage K–8 students. *Language Arts*, 97(3), 186-193.
- Enriquez, G., Cunningham, K.E., Dawes, E.T., Lara, G.P. & Jimenez, L.M. (2019). Family stories and diverse children’s literature. *Language Arts*. 97(1), 42 – 50.
- Enriquez, G., Dawes, E.T., Cappiello, M.A., Cunningham, K.E., & Lara, G.P. (2019). 2018 Notable poetry books for children. *Language Arts*. 96(6), 390 – 399.
- Enriquez, G., Cunningham, K.E., Dawes, E.T., & Cappiello, M.A. (2019). Children’s literature to support critical literacies engagement. *Language Arts*. 96(5), 325 – 344.
- Enriquez, G., Cunningham, K.E., Cappiello, M.A., & Kruger, M.W. (2018). 2017 Notable Poetry Books for Children. *Language Arts*, 95(6), 394-401.
- Enriquez, G., Cappiello, M.A., Cunningham, K.E., Dawes, E. (2018). Changes in children's literature. *Language Arts*, 95(5), 338-345.
- Enriquez, G., Dawes, E.T., Cappiello, M.A., & Cunningham, K.E. (2018). Beyond primers: High-quality children’s literature for primary-grade readers. *Language Arts*. 95(3), 182-189.
- Enriquez, G., Cunningham, K.E., Dawes, E.T., Cappiello, M.A. (2017). Stories of advocacy in children’s literature. *Language Arts*. 95(1), 44-52.
- Enriquez, G., Dawes, E.T., Cunningham, K.E., Cappiello, M.A. (2017). 2016 Notable children’s poetry books. *Language Arts*. 94(6), 418-426.
- Enriquez, G., Cunningham, K.E., Dawes, E.T., Cappiello, M.A. (2017). Books about experiencing and overcoming trauma for K-8 readers. *Language Arts*. 94(5), 346-355.
- Enriquez, G., Cunningham, K.E., Dawes, E.T., Cappiello, M.A. (2017). Tween time: Titles to share with readers 9-12. *Language Arts*. 94(3), 202-210.

Enriquez, G., Cappiello, M.A., Cunningham, K. & Dawes, E.T. (2016). Courage, compassion, connection: Building community through powerful characters. *Language Arts*, 94(1), 58-66.

Editorials

Rainville, K. N., Cunningham, K., & Kelly, C. (2016). Diverse learners, diverse literacies: Comments from the editors. *The Language and Literacy Spectrum*, 26, 4-6.

Cunningham, K. Kelly, C., & Rainville, K. N. (2015). Literacy within the disciplines: Seamless integration of literacy and content comments from the editors. *The Language and Literacy Spectrum*, 25, 4-6.

Cunningham, K., Kelly, C., & Rainville, K. N. (2014). Connection, community and identity: Supporting diverse learners in the core era comments from the editors. *The Language and Literacy Spectrum*, 24, 4-6.

Cunningham, K., Collin, R., Kelly, C., & Rainville, K. N. (2013). Literacy: Common core and beyond comments from the editors. *The Language and Literacy Spectrum*, 23, 4-6.

Online Publications

Co-editor and author with M. A. Cappiello, E. T. Dawes, & G. Enriquez. (2012-present). *The classroom bookshelf: Teaching with children's and young adult literature in the 21st century* [Web log]. Retrieved from: www.theclassroombookshelf.com

Cunningham, K. (2020). Start with joy virtually or face to face. *The Stenhouse Blog*. Available at <https://blog.stenhouse.com/start-with-joy-virtually-or-face-to-face>

Cunningham, K. (2019). Using children's literature to support SEL in the elementary classroom. *School Library Journal*. Available at <https://www.slj.com/?detailStory=using-children%E2%80%99s-literature-to-support-SEL-in-the-elementary-classroom>

Cunningham, K. (2019). How to read mindfully: 7 strategies for elementary students. *School Library Journal*. Available at <https://www.slj.com/?detailStory=How-to-read-mindfully-7->

strategies-for-elementary-age-kids

- Cunningham, K. (2019). Teaching with 2019 Caldecott Winner "Hello, Lighthouse". *School Library Journal*. Available at <https://www.slj.com/?detailStory=teaching-with-2019-caldecott-winner-hello-lighthouse>
- Cunningham, K. & Cunningham, C. (2016, April 24). Using text sets to spark unstoppable learning. *Middleweb*. Retrieved from <http://www.middleweb.com/29495/use-text-sets-to-spark-unstoppable-learning/>
- Cunningham, K. (2016, March 7). Each day should be a story-worthy day. *Stenhouse Publishers Blog*. Retrieved from <http://blog.stenhouse.com/archives/2016/03/07/each-day-should-be-a-story-worthy-day/>
- Cunningham, K. (2016, March 8). Investing in stories. *Stenhouse Publishers Blog*. Retrieved from <http://blog.stenhouse.com/archives/2016/03/08/investing-in-stories/>
- Cunningham, K. (2013, June 24). Close reading + Visual literacy= Pathways for understanding. Retrieved from <http://blog.leeandlow.com/2013/06/24/close-reading-visual-literacypathways-for-understanding/>
- Cunningham, K. (2013, June 6). Using children's books to teach about love and belonging. Retrieved from <https://blog.leeandlow.com/2013/06/03/using-childrens-books-to-teach-about-love-and-belonging/>
- Cunningham, K. (2013, April 22). Reading biographies to reflect on core principles and create belonging. Retrieved from <http://blog.leeandlow.com/2013/04/22/just-who-will-you-be-reading-biographies-to-reflect-on-core-principles-and-create-belonging-2/>
- Cunningham, K. (2013, February 4). What does this book have to do with me: Why mirror and window books are important for all readers. Retrieved from <http://blog.leeandlow.com/2013/02/04/what-does-this-book-have-to-do-with-me-why-mirror-and-window-books-are-important-for-all-readers/>

Cunningham, K. (2013, Jan. 7). *What's in your classroom library? Rethinking common core recommended texts*. Retrieved from <http://blog.leeandlow.com/2013/01/07/whats-in-your-classroom-library-rethinking-common-core-recommended-texts/>

Cunningham, K. (2012, Dec. 19). *Turning to story after the Sandy Hook shooting*. Retrieved from <http://blog.leeandlow.com/2012/12/19/turning-to-story-after-the-sandy-hook-shooting/>

Catalogue Essay

Cunningham, K. E., Cappiello, M. A., Dawes, E. T., & Enriquez, G. (in press). The pitfalls and potential of anthropomorphism in children's literature. In *Animals are us: Anthropomorphism in children's literature: Celebrating the Peter J. Solomon collection*. Cambridge, MA: Harvard University Press.

Educator's Guides

Cunningham, K.E. (2019). *"Dream it. Say it. Write it." An educator's guide to Peter Reynolds' books*. New York, NY: Scholastic.
https://kids.scholastic.com/content/dam/scholastic/kids/pdf/Peter%20Reynolds/Scholastic_PReynoldsDG.pdf

Invited Publications

Cunningham, K. and Farrell, S. (2004). *Straight from the Horses' Mouths: Community Lessons for Boys*. Association of Teachers in Independent Schools Annual Bulletin.

Cunningham, K. (2002). *Voices: Celebrating Our Students Writing*. Association of Teachers in Independent Schools Annual Bulletin.

Interviews

Harrison, C. (2020). Start with joy. *The Athlete Development Show*. Available at <https://podcasts.apple.com/gb/podcast/ep-90-dr-katie-cunningham-start-with-joy/id1156301534?i=1000488401889>

Healey, M. (2020). Q & A: Reading and joy. *National School Boards Association*. Available

at <https://www.nsba.org/ASBJ/2020/February/Katie-Egan-Cunningham>

LaCasse, F. (2019). Start with joy. *Stenhouse Teacher's Corner*. Available at <https://stenhouse.libsyn.com/website/katie-egan-cunningham>

McGrath, B. (2018). "Love Them or Hate Them, Classroom Libraries Can Provide Partnership Opportunities". *School Library Journal*. Available at <https://www.slj.com/?detailStory=love-them-or-hate-them-classroom-libraries-can-provide-partnership-opportunities>

Coakley-Fields, M., Kelly, C., & Cunningham, K. (2016). An interview with Maria Paula Ghiso. *The Language and Literacy Spectrum*, 26, 80-86.

Low, J. (2013, June 17). *Why hasn't the number of multicultural children's books increased in eighteen years?* Retrieved from <http://blog.leeandlow.com/2013/06/17/why-hasnt-the-number-of-multicultural-books-increased-in-eighteen-years/>

Dissertation

Cunningham, K. (2009). Getting out of the comfort zone: Using read-alouds to engage students in critical literacy. Available in *ProQuest Dissertation and Theses Database*.

PROFESSIONAL PRESENTATIONS

International and National Presentations

Cunningham, K.E., Cappiello, M.A., Dawes, E., & Enriquez, G. (2020, Nov.) *The child in the world: Selecting and using children's literature*. National Council of Teachers of English Annual Convention. Virtual.

Goldberg, G., Cunningham, K.E., Minor, C., Yaris, K., Burkins, J., Nosek, C., Rainville, K., Yates, K., & Houser, R. (2019, Nov.). Creating joyful and responsive literacy experiences. National Council of Teachers of English Annual Convention. Baltimore, MD.

Cunningham, K.E. (2019, Oct.). *LitJoy: Designing for student happiness and understanding as literacy learners*. International Literacy Association Annual Convention. New Orleans, LA.

Cunningham, K.E. (2019, Oct.). *Institute: Finding joy, purpose, and clarity*

- in our teaching: Responsive teaching in any instructional context.* International Literacy Association Annual Convention. New Orleans, LA.
- Cunningham, K.E. (2019, Oct.) *Wonder, words, and wisdom: Teaching with Kwame Alexander's award-winning books.* Annual Literacy for All Conference and Reading Recovery Institute, Providence, RI.
- Cunningham, K.E., & Falk, J. (2018, Oct.). *Joyful PD that sticks: Building and sustaining momentum for a school-wide literacy action plan.* Annual Literacy for All Conference and Reading Recovery Institute, Providence, RI.
- Cunningham, K. & Enriquez, G. (2017, Dec.). *Picturebook illustrations: Powerful pathways for literacy learning and language acquisition.* Literacy Research Association Annual Conference. Tampa, FL.
- Fantozzi, V. & Cunningham, K. (2017, Nov.). *Storytelling: Reclaiming our voices, bridging home and school literacies, and intersecting technology and play.* National Council of Teachers of English Annual Convention. St. Louis, MO.
- Cunningham, K., Coppola, S., & Estrada, J. (2017, July). *When a window becomes a Mirror: Challenging single stories through engaged inquiry.* International Literacy Association Annual Convention. Orlando, FL.
- Cunningham, K. & Dawes, E. (2016, Nov.). *Closing the story gap in elementary classrooms.* National Council of Teachers of English Annual Convention. Atlanta, GA.
- Cunningham, K., Rainville, K., & Kelly, C. (2016, July). *Literacy leadership 2.0: Harnessing the power of the digital literacy landscape to support teachers in changing schools.* International Literacy Association Annual Convention. Boston, MA.
- Cunningham, K., & Enriquez, G. (2015, November). *Closing the story gap: Supporting all students to see themselves in texts.* Annual Literacy for All Conference and Reading Recovery Institute, Providence, RI.
- Rainville, K., Cunningham, K., & Kelly, C. (2015, July). *Transformative literacy leadership: 10 strategies for building thoughtful literacy*

- practices in schools*. International Literacy Association Annual Convention, St. Louis, MO.
- Capiello, M.A., Cunningham, K., Dawes, E., & Enriquez, G. (2014, November). *The many lives of one book*. Annual Literacy for All Conference and Reading Recovery Institute, Providence, RI.
- Cunningham, K. & McClam, S. (2014, July). *Developing ePortfolio communities of practice through fellowship*. Association for Authentic, Experiential and Evidence-Based Learning Annual Conference, Boston, MA.
- Cunningham, K. & Gomez, D. (2014, April). *Professional development within the PDS: Gaining momentum and making it happen*. American Education Research Association Annual Meeting, Philadelphia, PA.
- Kelly, C., Cunningham, K., & Rainville, K. (2014, April). *Responding to changes in the literacy landscape: Preparing pre-service teachers in innovative field-based courses*. American Education Research Association Annual Meeting, Philadelphia, PA.
- Gomez, D. & Cunningham, K. (2013, March). *Professional development and community building through "Lunch And Learns"*. Professional Development School National Conference, Las Vegas, NV.
- Fantozzi, V., Cunningham, K. & Kelly, C. (2014, January). *#SocialMediaTeacherEd: Social media as pathways for supporting teacher candidates as literacy learners across disciplines*. National Council of Teachers of English Assembly for Research Mid-Winter Conference.
- Cunningham, K., Rainville, K. & Kelly, C. (2013, February). *Partnering to support language and literacy practices in changing classrooms*. National Association for Professional Development Schools, New Orleans, LA.
- Ferrara, J. & Cunningham, K. (2013, February). *From theory to practice: Preparing teachers for whole child education*. National Association for Professional Development Schools, New Orleans, LA.
- Collin, R. Cunningham, K., Kelly, C., & Rainville, K. (2012, February) *Critical questions about trends in education technology*. University of Pennsylvania Ethnography in Education Research Forum,

Philadelphia, PA.

- Cunningham, K. (2011, November) *Different school contexts: Using read-alouds to engage students in critical literacy*, National Council of Teachers of English, Chicago, IL.
- Cunningham, K. (2011, April). *Guided writing, guiding writers*. Literacy Coaching Forum, Philadelphia, PA.
- Cunningham, K., Glass, A., Moon, S., Quinn, M., Roepke, T., Roth, M., & Sonu, D. (2008, April). *The eye/I of justice in the court of collective currere conversations: Confessing curriculum theory, subjectivity and the 'subject of justice'*, American Association for the Advancement of Curriculum Studies, New York, NY.
- Cunningham, K., Enriquez, G. & Roth, M. (2008, April). *Mapping beyond where we're from: Connections and disconnections of text-to-self-to-city*, University of Pennsylvania Ethnography in Education Research F Forum.
- Cunningham, K. & Roth, M. (2007, November). *Mapping beyond where we're from: Connections and disconnections of text-to-self-to-city*, National Council of Teachers of English Annual Convention.
- Cunningham, K. & Roth, M. (2007, October). *Getting out of the comfort zone: Exploring critical literacy where we're from*", Curriculum and Pedagogy Conference, Austin, TX.
- Cunningham, K. (2006, October). *Literacy, identity, and masculinity*, Curriculum and Pedagogy Conference, Austin, TX.

Regional and State Presentations

- Cunningham, K. (2020, November). *Stories in a print and digital world*. California Reading Association Annual Conference. Virtual.
- Cunningham, K. & Rainville, K. (2018, Nov.). *Joyful literacy leadership*. Connecticut Reading Association Annual Conference. Cromwell, CT.
- Cunningham, K. (2017, Nov.). *Joy and flexibility in small group instruction: One size does not fit all*. Connecticut Reading Association Annual Conference. Cromwell, CT.

- Cunningham, K. (2017, April). *Joy and flexibility in small group instruction: One size does not fit all*. Massachusetts Reading Association Annual Conference. Quincy, MA.
- Cunningham, K. (2016, Nov.). *Text sets as the new super story*. Connecticut Reading Association Annual Conference. Cromwell, CT.
- Cunningham, K. (2016, April). *The power of story: Building text sets to promote our diverse society and to support student identities*. Massachusetts Reading Association Annual Conference. Quincy, MA.
- Rainville, K., Cunningham, K. & Kelly, C. (2015, Nov.). *Transformative literacy leadership*. New York State Reading Association Annual Conference, Saratoga Springs, NY.
- Cunningham, K., Rainville, K., & Kelly, C. (2015, Nov.). *The Language and Literacy Spectrum 2015 Issue Presentation*, New York State Reading Association Annual Conference, Saratoga Springs, NY.
- Cunningham, K., Wizner, J. & McPhillips, S. (2015, Nov.). *Writing and thinking*. (Featured Speaker). On Thinking: A Blue School Teaching Innovation Conference. New York, NY.
- Rainville, K., Cunningham, K., & Kelly, C. (2015, Oct.). *Literacy teaching and learning in changing schools: A culturally responsive framework for literacy specialist candidates*. New York State Association of Teacher Educators Conference. Saratoga Springs, New York.
- Rainville, K. N., & Cunningham, K. (2013, October). *Literacy teaching and learning in changing suburbs*. New York State Reading Association Annual Conference, Albany, NY.
- Cunningham, K., & Rainville, K. N. (2013, Oct.) *Literacy, Common Core and beyond: The Language and Literacy Spectrum Spring 2013 Issue*. New York State Reading Association Annual Conference, Albany, NY.
- Cunningham, K. (2013, April). *Rethinking core texts: Creating text pairings and reader response opportunities to better appendix b*. Mount Saint Mary College Collaborative for Equity in Literacy Learning Conference, Newburgh, NY.
- Cunningham, K. & Enriquez, G. (2013, April). *Betting appendix b: Building*

classroom text sets with multicultural and young adult children's literature. Literacy Essentials Annual Conference, Central Connecticut State University, New Britain, CT.

Cunningham, K. & Rainville, K. N. (2012, Oct.) *Writing for The Language and Literacy Spectrum*, New York State Reading Association Annual Conference, Albany, NY. (cancelled due to Superstorm Sandy)

Invited Presentations

Cunningham, K. (2020, November). *Selecting and using children's literature for more joyful teaching and learning.* Massachusetts Reading Association Board Presentation. Virtual.

Cunningham, K. (2020, October). *Harnessing the science of happiness for more joyful living.* Stony Brook University Phi Beta Kappa Honor Society Keynote. Virtual.

Cunningham, K. (2020, September). *Harnessing the science of happiness for more joyful teaching and learning.* Manhattanville College Alumni Board. Virtual.

Cunningham, K.E. (2019, March). *Happiness by design: A seven pillar framework for educators.* Lower Hudson Teacher Center Network Social Emotional Learning Conference. [Keynote Address]

Cunningham, K.E. and Kelly, C. (2019, March). *Happiness by design: Diverse teaching strategies for diverse learners.* Changing Suburbs Institute Consortium Annual Conference. Manhattanville College, Purchase, NY.

Cunningham, K. (2018, Oct.) *Our lives are stories in the making.* Pennsylvania Council of Teachers of English Language Arts. Harrisburg, PA. [Featured Speaker]

Cunningham, K. (2017, Nov.). *Everything is a story: How to support all students as readers, writers, and storytellers.* New York Reading Association Annual Conference. Saratoga Springs, NY. [Featured Speaker]

Cunningham, K. (2017, October). *Stories matter: making stories the heart of your literacy instruction.* New Jersey Literacy Alliance. Mahwah, NJ.

- Cunningham, K. (2017, October). *Close reading and text sets*. EDCO Collaborative. Bedford, MA.
- Cunningham, K. (2017, April). *Diverse books matter*. Changing Suburbs Institute Consortium Meeting. Manhattanville College, Purchase, NY.
- Cunningham, K. (2016, April). *Harnessing the power of story as the heart of our classrooms*. Annual Literacy Conference, Sacred Heart University, Fairfield, CT. [Keynote Address]
- Cunningham, K. (2015, Nov.). *The power of story: The greatest human invention*. Library Lecture Series, Manhattanville College, Purchase, NY.
- Vardin, P. & Cunningham, K. (2015, Oct.). *Bridging common core alignment with purposeful and joyful learning in social studies and literacy learning* (Keynote Address). Early Childhood Education Professional Development Conference. Manhattanville College, Purchase, NY.
- Cunningham, K. (2015, July). *Compelling, engaging nonfiction*. Interactive edchat.
- Fantozzi, V., & Cunningham, K. (2014, Nov.). *Books+blogposts*. Library Lecture Series, Manhattanville College, Purchase, NY.
- Allyn, P. Cerf, C., & Cunningham, K. (2014, Jan.). *Rethinking education: Solve a real and compelling question for the field*. Interim Session Course Presentation with Deputy Commissioner of Education of NJ, Chris Cerf, Amherst College, Amherst, MA.
- Cunningham, K. (2013, March). *Core era literacies: Navigating the CCSS and making learning joyful and purposeful*. Annual Changing Suburbs Institute Educational Forum. Manhattanville College, Purchase, NY.
- Cunningham, K. (2012, November). *Core era literacies: Navigating the CCSS and making learning joyful and purposeful*. Presentation to Manhattanville College Students and Adjuncts. Manhattanville College, Purchase, NY.
- Cunningham, K. (2012, November). *Core era literacies: How to navigate the CCSS and support teachers to make learning joyful and purposeful*.

Changing Suburbs Institute Consortium Meeting. Manhattanville College, Purchase, NY.

Cunningham, K. (2009, November). *Making your research count*. Doctoral Seminar, Teachers College, New York, NY.

Webinars

“Choice and Challenge for Joyful, Engaged Learning in Any Setting.”
January 2021. Webinar. Stenhouse Publishers.

GRANTS & AWARDS

Manhattanville College Summer Research Grant, 2015, 2018

Journal of Literacy Innovation Article of the Year, 2018 with Victoria Fantozzi

PROFESSIONAL JOURNAL REVIEW

Journal of Language, Identity & Education, (ongoing)

Connecticut State Reading Association Journal, Children’s Literature Reviewer (ongoing)

DISSERTATION COMMITTEES

Robert Schliessman (in process): “An Action Research Study Examining How Student Advisory Programs Support Mental Health Education And Well-Being At The Elementary School Level”

Julia Huang (in process): “A Phenomenological Study of the Lived Experience of Parents of Elementary School Children with Food Allergies”

Alexandra Pflieger (2021): “Confronting the Challenges of the Covid-19 Pandemic: A Quantitative Analysis of the Relationships Between Secondary Teachers’ Perceived Resilience, Trait Emotional Intelligence, And Self-Efficacy”

Letitia Sabina Payne (2018): “Evaluating the Effect of Response to Intervention Implementation in Middle School Settings within the Hudson Valley and Long Island Regions of New York.”

BOOK PROPOSAL REVIEWER

Coppola, S. (2017). *Renew: Become a Better and More Authentic Writing Teacher*. Portland, ME: Stenhouse Publishers.

Short, K., Day, D., & Schroder, J. (Eds.) (2016). *Reframing curriculum: Reading the world through literature*. Portland, ME: Stenhouse Publishers.

Mertler, C. A. (2014). *Action research: Improving schools and empowering educators, volume 4*. Thousand Oaks, CA: Sage.

Mokhtari, K. & Consalvo, A. “*Where do we start?*”: *A user’s guide to improved school-wide literacy achievement outcomes using a collaborative planning framework*. New York, NY: Teachers College Press.

SERVICE TO MANHATTANVILLE COLLEGE

Faculty Status Committee (2017-present), Chair 2018-present

Kappa Delta Pi, Education Honor Society, Faculty Advisor (2017-present)

Academic Technology Committee (2016-2017)

Secretary to the Faculty (2014-2016)

Faculty Council (2014-2016)

Interim Chair of the Literacy Department (Fall 2015)

Board of Academic Standards (2013-2014)

Service Committee (2011-2014), Chair (2013-2014)

Center for Teaching and Learning Advisory Board (2012-2014)

Instructional Designer Search Committee (Summer 2012)

School of Education Chairs Council (Fall 2015)

School of Education Changing Suburbs Institute Committee (Fall 2015)

School of Education CAEP Committee (Fall 2015-present)

School of Education EdTPA Committee (2015-present)

School of Education Literacy Assistant Professor Search Committee (Summer/Fall 2015)

School of Education Writing Assessment Committee (2013-present), Chair (2013-present)

School of Education Technology Committee (2017-present)

School of Education Partnership Committee (2011-present)

School of Education PDS Working Group (2012-2013)

School of Education Literacy Advisory Board (2010-present)

School of Education Professional Development Advisory Board (2012-2014)

School of Education Awards Committee (2012-present)

SERVICE TO THE FIELD

Literacy Research Association Field Council Representative 2015-present

The Language and Literacy Spectrum, New York State Reading Association, Editor, 2013-2017

Literacy Symposium with Jacob Burns Film Center, Organizer and Presenter, Manhattanville College, 2013-2016

SERVICE TO PUBLIC AND PRIVATE SCHOOLS

Professional Development and Educational Consulting

Rye Neck School District, Rye Neck, New York (2021-present)

Led a keynote presentation on starting the school year with joy through purposeful, intentional instructional methods that foster student well-being

White Plains Staff Development Center (2018-present)

Led a keynote presentation at the Social and Emotional Learning conference and facilitated a series of workshops focused on joyful literacy instruction across the grades.

Bedford Central School District, Bedford, New York (2017-present)

Staff development focused on curriculum development, capstone project development, lesson planning, and integrating literacy in the content areas with an emphasis on diverse learners

The Wooster School, Danbury, Connecticut (2014-present)

Staff development focused on units of study, lesson planning, instruction, and assessment K-5

Saint Joseph's School for the Deaf, Bronx, New York (2013-present)

Staff development on the implementation of a peer coaching model; units of study revision focused on grades 3-8, specifically the intersection of cognitive skills and literacy learning for children who are deaf or hearing impaired.

Milford School District, Milford, Connecticut (2013-2016)

Staff development across the district working directly with literacy coaches at the K-5 levels to develop units of study that are aligned with the Common Core State Standards

New Milford School District, New Milford, Connecticut (2013-2016)

District language arts review; Staff development across the district working with teachers to develop units of study aligned with the Common Core State

Standards with an emphasis on workshop methods of instruction.

Children's Day School of Wilton, Wilton, Connecticut (2013-2016)

Staff development focused on early literacy practices in the Common Core era; supported Director to evaluate children's literature collection to offer new selections and greater fiction/nonfiction balance; Parent workshop on early literacy.

Amani Public Charter School, Mount Vernon, NY (2012)

Curriculum Revisions grades 5 and 6 focused on balanced literacy practices and preparation for the changes to the ELA assessment as it incorporates the Common Core Standards

PS 49, Queens, New York (2010-2015)

Curriculum Revisions grades 4-8 focused on balanced literacy practices and preparation for the changes to the ELA assessment as it incorporates the Common Core Standards

Bronxville Public Schools, Bronxville, New York (2011)

Professional development for the district's teachers focused on Literacy Centers (March)

Williamsburg Northside School, Brooklyn, New York (2010-2011)

Professional development for preschool and Kindergarten teachers on early literacy teaching and learning.

Harlem Academy, New York, New York (2010-2011)

Professional Development for the faculty as they develop a comprehensive writing program driven by assessment data.

CURRICULUM INITIATIVES

LitWorld

2017

Seven Strengths LitCamp and LitClub Curriculum Review

Pearson Publishing & LitLife, Inc.

2012

Allyn, P. (2012). *Be Core Ready Units of Study for Common Core State Standards.*

Saint David's School

2006-2008

Teaching for Understanding Curriculum Initiative

Writing Curriculum Overview, preK-8

Faculty Video Forum for Peer Coaching

*Supervision and Evaluation Plan for New, Veteran and
Master Teachers*

The Dwight School

2001-2004

Review of International Baccalaureate Units, grades K-4

Atlas Rubicon Curriculum Mapping Overview K-4

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

International Literacy Association (ILA)

Literacy Research Association (LRA)

National Council of Teachers of English (NCTE)

National Professional Development Schools (NPDS)

New York State Reading Association (NYSRA)

Connecticut Reading Association (CRA)

Massachusetts Reading Association (MRA)