

KATHERINE CUNNINGHAM

PROFESSOR AND PROGRAM DIRECTOR - DEPARTMENT OF TEACHER EDUCATION



917-520-8687



cunninghamk3@sacredheart.edu



katie-egan-cunningham

CURRENT ACADEMIC APPOINTMENT

Professor

Sacred Heart University

Isabelle Farrington College of Education and Human Development

Teacher Education

OTHER ACADEMIC APPOINTMENTS

College of Education and Human Development, Sacred Heart University, Fairfield, CT

Associate Professor

August 2022-2025

School of Education, Manhattanville College, Purchase, NY

Professor

July 2021-June 2022

Associate Professor

July 2017 – June 2021

Assistant Professor

July 2011– June 2017

Visiting Assistant Professor

July 2010 - June 2011

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

New York University, Steinhardt School of Education, 2003

Master of Education: Early Childhood and Elementary Education

Princeton University, 2000

Bachelor of Arts: School of Architecture

Cum Laude

CERTIFICATIONS

New York State Elementary Education (preK-6)

New York State School and District Administration

RESEARCH INTERESTS

teacher education; instructional methods; literacy methods; dyslexia; children's literature; professional learning

PROFESSIONAL EXPERIENCE

Director of Teacher Education, August 2024–present

Sacred Heart University, Fairfield, Connecticut

- Provide curriculum and instructional leadership focusing on strengthening teaching and learning, the teacher education curriculum, professional development, and data-driven decision making
- Lead and support the successful implementation of teacher preparation programs, including collaborating with stakeholders on clinical experiences and partnering with K-12 schools, school districts, and other teacher preparation providers
- Review and update teacher education documentation
- Support teacher preparation program assessment and accreditation efforts
- Support student success and enrollment initiatives related to teacher preparation
- Support the successful implementation of the clinical components of teacher preparation programs, including cultivating and sustaining relationships to develop, maintain, and support clinical placement sites
- Support the hiring of instructors with relevant experience and review adjunct performance to support the successful implementation of teacher preparation programs

Director of Advanced Program in Social and Emotional Learning, 2020-2022

Manhattanville College, Harrison, New York

- Developed a four-course sequence for New York state approval
- Hired instructors with relevant experience
- Coordinated with relevant stakeholders including Professional Development School liaisons and building leaders, doctoral faculty, and students with research interests in social and emotional learning and mental health education
- Oversaw capstone projects

Kappa Delta Pi, International Honor Society in Education, Faculty Advisor, 2019-2022

Manhattanville College, Harrison, New York

- Supported student officers to plan campus and virtual events
- Recruited new members
- Prepared for and facilitated initiation ceremonies each semester
- Oversaw service projects and coordinated with non-profits

Professional Development School (PDS) Liaison, 2012-2013

Thomas Edison Elementary School, Port Chester, New York

Responsibilities included:

- 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 learning for faculty, administration, and staff
- Coordinated and led PDS Steering Committee

- Collected and analyzed data on PDS initiatives and student teacher performance
- Taught on-site field-based courses (both graduate and undergraduate)
- Advised faculty who enrolled and attended Manhattanville for coursework
- 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

COURSES TAUGHT

Sacred Heart University

Introduction to Language and Literacy
 Methods and Practice in Foundational Literacy
 Clinical Field Experience Seminar
 Doctoral Seminar in Social, Emotional, and Academic Learning
 Foundations of Dyslexia
 Literacy in Grades 3-6
 Children's Literature

Manhattanville College

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

OTHER PROFESSIONAL EXPERIENCE

Education Consultant 2010-present
Cunningham Edu LLC

Staff Developer and Literacy Consultant <i>LitLife, Inc.</i>	2010-2018
Literacy Specialist and Instructional Coach <i>Saint David's School, New York, NY, preK-8</i>	2007-2010
Staff Writer <i>Thoughtful Education Press</i>	2010
Graduate Assistant <i>Teachers College, Columbia University</i>	2006-2007
Second Grade Teacher <i>Saint David's School, New York, NY</i>	2004-2007
Fourth Grade Teacher <i>The Dwight School, New York, NY</i>	2001-2004
Fifth Grade Associate Teacher <i>The Brearley School, New York, NY</i>	2000-2001

PUBLICATIONS

Books

Cunningham., K.E. & Burkins, J. (accepted). *Seeds of EnCOURAGEment: Meditations for teaching and living across the year*. Stenhouse.

Dawes, E., Cunningham, K.E., Enriquez, G., & Cappiello, M.A. (2024). *Reading with purpose: Selecting and using children's literature for inquiry and engagement*. Teachers College Press.

Cunningham, K., Burkins, J., & Yates, K. (2024). *Shifting the balance: 6 Ways to bring the science of reading into the upper elementary classroom, Grades 3-5*. Stenhouse.

Cunningham, K. (2019). *Start with joy: Designing literacy learning for student happiness*. Stenhouse.

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*. Teachers College Press.

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

Articles

- Cunningham, K.E., Drew, S., Rainville, K.R., Powers, B., & Ruggiero, J. (under review). Integrating academic and social-emotional supports for students with dyslexia through the anchor competencies framework. *Intervention in School and Clinic*.
- Cunningham, K.E., Drew, S., Rainville, K.R., Ross, C. (under review). The labyrinth of a dyslexia diagnosis: A narrative inquiry on families' perspectives. *Journal of Special Education Leadership*.
- Cunningham, K.E., Dawes, E.T., Enriquez, G. (accepted). Stories of possibility: Cultivating radical hope through children's literature. *Language Arts*.
- Cunningham, K.E. & Rainville, K.R. (2024). Joy: The oxygen for learning. *Educational Leadership*, 82(4).
- Coakley-Fields, M., Kelly, C., Cunningham, K. E., & Krafick, K. (2022). Teacher candidates' pivot to virtual literacy field experiences: The interplay of culturally responsive sustaining pedagogies and improvisation. *Contemporary Issues in Technology and Teacher Education*, 22(3). <https://citejournal.org/volume-22/issue-3-22/english-language-arts/teacher-candidates-pivot-to-virtual-literacy-field-experiences-the-interplay-of-culturally-responsive-sustaining-pedagogies-and-improvisation>
- Cunningham, K.E. & Rainville, K.N. (2022). Nurturing joy and belonging: Practices for rehumanizing professional learning. *School-University Partnerships*, 15(2), 1-11.
- Cunningham, K. (2022). Choice and challenge: Fostering joyful learning in any setting. *Literacy Today*, 39(4), 38-40.
- Cunningham, K. (2022). It's time to end the reading wars. Librarians can forge a path forward. *School Library Journal*. <https://www.slj.com/story/newsfeatures/its-time-to-end-the-reading-wars-librarians-can-forge-a-path-forward-literacy>
- Cunningham, K.E. & Enriquez, G. (2022). Planning for book joy: Reconceptualizing power in literacy instruction. *Language Arts*, 99(3), 192-194.
- Pfleging, A. & Cunningham, K.E. (2021). Efficacy in the face of adversity: Lessons learned from teaching during the pandemic. *Educational Leadership*, 79(3), 70-75.
- Cunningham, K.E. (2021). In search of hope and healing: Guideposts for whole-hearted living, loving, and teaching after loss. *Educational Forum*, 85(4), 283-302.
- Cunningham, K.E. & Chengo, J. (2021). Being, belonging, becoming: Children's literature that

extends and affirms who we are. *Literacy Today*, 38(6), 41-43.

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. (2022). 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* (pp.67-90). 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., Clark, S., Cunningham, K. E., & Dawes, E. T (2021). 2020 notable poetry books. *Language Arts*, 98(6), 360-369.

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. (2012-2024). *The classroom bookshelf: Teaching with children's and young adult literature in the 21st century* [Web log]. www.theclassroombookshelf.com

Cunningham, K. (2020). Start with joy virtually or face to face. *The Stenhouse Blog*. <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*. <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*. <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*. <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*. <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*. <http://blog.stenhouse.com/archives/2016/03/08/investing-in-stories/>
- Cunningham, K. (2013, June 24). Close reading + Visual literacy= Pathways for understanding. <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. <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. <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. <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*. <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*. <http://blog.leeandlow.com/2012/12/19/turning-to-story-after-the-sandy-hook-shooting/>

Catalogue Essay

- Cunningham, K. E., Capiello, M. A., Dawes, E. T., & Enriquez, G. (2021). 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* (pp. 17-28). 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

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

LaCasse, F. (2019). Start with joy. *Stenhouse Teacher's Corner*.
<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*. <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? <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 Peer-Reviewed Presentations

Cunningham, K.E., Ruggiero, J., Ross, C., (2025, Oct.) *Catching pre-service teachers and SLPs before they fall: A university-school partnership model*. International Dyslexia Association Annual Conference. Atlanta, GA.

Cunningham, K.E., Drew, S., Ross, C. (2024, Oct.) *Dyslexia family stories: Navigating the labyrinth of diagnosis*. International Dyslexia Association Annual Conference. Dallas, TX.

Cappiello, M.A., Hadjioannou, X., Cunningham, K.E. (2023, Nov.). *Interconnectivity, immersion,*

- connection, and collaboration in nonfiction*. National Council of Teachers of English Annual Convention. Columbus, OH.
- Cunningham, K.E., Drew, S., Rainville, K.R. (2023, Oct.). Reaching and teaching the whole child: Supporting teachers to understand the dimensions of dyslexia as a moral and ethical imperative. *International Dyslexia Association Annual Conference*. Columbus, OH.
- Borque, P., Cunningham, K.E., Soontornvat, C., Lê, M. (2022, Nov.). *Literature and literacy as a lighthouse: Finding our way through dark times*. National Council of Teachers of English Annual Convention. Anaheim, CA.
- 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.
- Goldberg, G., Cunningham, K.E., Minor, C., Yaris, K., Burkins, J., Nosek, C., Rainville, K., Yates, K., & Houser, R. (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.

Cappiello, 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 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. & 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.

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.E. (2026, April). *Creating the conditions for inquiry, engagement, and deep comprehension* [Keynote]. EKC Global Literacy Summit. São Paulo, Brazil.

Neuman, S., Allyn, P., Cunningham, K.E. (2025, Sept.) *The state of the nation* [Panel]. World Literacy Foundation Summit. New York, NY.

Cunningham, K.E. (2025, July). *Shifting our practices with the science and joy of reading at the center* [Keynote Address]. Leaders Readers Network Literacy Impact Summit. San Antonio, TX.

Cunningham, K.E. (2025, May). *Guideposts for wholehearted living, loving, and teaching* [Workshop]. Teacher Leader Fellowship Academy Annual Conference. Fairfield, CT.

Cunningham, K.E. (2025, March). *Creating the conditions for comprehension to thrive* [Keynote Address]. EKC Global Literacy Summit. Bangkok, Thailand.

Cunningham, K.E. (2024, Nov.) *Shifting our practices with open hearts and open minds* [Keynote Address]. EKC Global Literacy Summit. Barcelona, Spain.

Cunningham, K. (2022, July). *Countering the Peter effect in literacy education for more joyful learning*. Wisconsin Literacy Research Symposium. Virtual.

Cunningham, K.E. (2022, May). *Heartbreak, hope, and healing: Designing joyful literacy learning* [Featured Speaker]. Alder College Whole Child Education Speaker Series. Redwood City, CA.

Cunningham, K. (2022, Feb.) *Harnessing the science of happiness for more joyful literacy learning* [Featured Speaker]. Wisconsin State Reading Association Annual Conference. Milwaukee, WI.

Cunningham, K. (2021, Nov.) *Harnessing the science of happiness for more joyful literacy learning* [Featured Speaker]. New York State Reading Association Annual Conference. Virtual.

Cunningham, K. (2021, Nov.) *What matters most in reading comprehension* [Featured Speaker]. Manhattanville College Literacy Conference. Virtual.

- Cunningham, K. (2021, Nov.) *Book joy: Selecting and using children's literature to support all readers* [Keynote Address] Manhattanville College Literacy Conference. Virtual.
- Cunningham, K. (2020, November). *Stories in a print and digital world* [Featured Speaker]. California Reading Association Annual Conference. Virtual.
- 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* [Keynote Address]. Lower Hudson Teacher Center Network Social Emotional Learning Conference.
- 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* [Featured Speaker]. Pennsylvania Council of Teachers of English Language Arts. Harrisburg, PA.
- Cunningham, K. (2017, Nov.). *Everything is a story: How to support all students as readers, writers, and storytellers* [Featured Speaker]. New York Reading Association Annual Conference. Saratoga Springs, NY.
- 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* [Keynote Address]. Annual Literacy Conference, Sacred Heart University, Fairfield, CT.

Cunningham, K. (2015, Nov.). *The power of story: The greatest human invention*. Library Lecture Series, Manhattanville College, Purchase, 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.

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

Rainville, K., Cunningham, K.E., Yu, J. (2024-2026). *Evaluation of literacy programs*. Center for Connecticut Education Research Collaboration, Co-Principal Investigator.

Award \$250,000.

Roselle, R., Drew, S., Cunningham, K.E. (awarded 2024). *Teachers at heart*. Teacher Quality Partnership Grant, Co-Principal Investigator. Award \$3,300,000.

Cunningham, K., Drew, S., McCloskey, S., Rainville, K., & Ross, C. (2023-2024). *Our dyslexic children: Understanding family experiences raising and advocating for children with dyslexia*. Sacred Heart University, Center for Compassion Grant. Principal investigator. Award \$5,000.

Cunningham, K. (2023-2024). *Catching readers before they fall*. Sacred Heart University, Research and Creativity Grant. Principal Investigator. \$1350.

Cunningham, K. & Drew, S. (2023-2024). *Evidence-based literacy methods and materials*. Sacred Heart University. Academics for Creative Teaching Grant. \$3500.

Cunningham, K.E. & Fantozzi, V. (2018). *Journal of Literacy Innovation* Article of the Year.

Cunningham, K.E. (2018) Manhattanville College Summer Research Grant. \$2000.

Cunningham, K.E. (2015). Manhattanville College Summer Research Grant. \$2000.

PROFESSIONAL JOURNAL REVIEW

Journal of Adolescent and Adult Literacy (2024-present)

Journal of School Leadership (2024-present)

Multicultural Perspectives (2024-present)

Journal of Ethical Educational Leadership (2023-2024)

Journal of Language, Identity & Education (2015-2020)

DISSERTATION COMMITTEES

Jules, Y. (2025). *Special education teachers using evidence-based practices to support the needs of students with emotional and behavioral disabilities*. [Dissertation, Manhattanville College].

Cavada, S.N. (2023). *Belonging through a culture of dignity: An ethnographic case study at a successful low-income New York state high school*. [Dissertation, Manhattanville College].

Diamond, M. (2022). Predictors of on-campus mental-health counseling use by collegiate athletes with depression and/or anxiety. [Dissertation, University of Maine].

Schliessman, R. (2022). An action research study examining how student advisory programs support mental health education and well-being at the elementary school level. [Dissertation, Manhattanville College].

Huang, J. (2022). A phenomenological study of the lived experience of parents of elementary school children with food allergies. [Dissertation, Manhattanville College].

Pfleging, A. (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. [Dissertation, Manhattanville College].

Payne, L.S. (2018). Evaluating the effect of response to intervention implementation in middle school settings within the Hudson Valley and Long Island regions of New York." [Dissertation, Manhattanville College].

BOOK PROPOSAL REVIEWER

O'Connell, K. & Aune, J. (2025). *Reframing literacy instruction for education professionals*. Cambridge University Press.

Brieske-Ulenski & Kelly, M.J. (2023). *The clinical literary coaching framework: Building literacy and leadership capacity that accelerates student achievement*. Teachers College Press.

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 SACRED HEART UNIVERSITY

University Ad-Hoc Governance Committee (2023-present)

University Faculty Affairs Committee (2023-2025)

College of Education Promotion and Tenure Committee (2025-present)

Teacher Education Department By-Laws Committee, Chair (2022-2024)
Teacher Education Awards Committee (2023-2024)
English Education Search Committee (2023)

SERVICE TO MANHATTANVILLE COLLEGE

Faculty Status Committee (2017-2022), Chair 2018-2022
Kappa Delta Pi, Education Honor Society, Faculty Advisor (2017-2022)
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 2015-2022)
School of Education CAEP Coordinator, Literacy Program (2015-2022)
School of Education edTPA Committee (2015-2018)
School of Education edTPA Advisor (2015-2022)
School of Education Literacy Professor Search Committee (Summer 2015)
School of Education Writing Assessment Committee (2013-2018), Chair
School of Education Technology Committee (2017-2020)
School of Education Partnership Committee (2011-2022)
School of Education PDS Working Group (2012-2013)
School of Education Literacy Advisory Board (2010-2022)
School of Education Professional Development Advisory Board (2012-2014)
School of Education Awards Committee (2012-2022)

SERVICE TO THE FIELD

Afribuk Society, Inc., Chair of the Board, 2020-2023

Literacy Research Association, Field Council Representative, 2015-2020

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

Nanuet Unified School District (2023-present)

Supported administrators and teachers to select a science of reading-aligned core literacy program and implement evidence-based instructional methods

Irvington Unified School District (2023-present)

Supported administrators and teachers to select a science of reading-aligned core literacy program and implement evidence-based instructional methods

Dutchess BOCES (2025)

Led staff development workshops on bringing the science of reading into upper elementary and middle school instruction.

Saint Francis School for the Deaf (2023-2024)

Supported supervisors, teachers, and support staff to implement a peer coaching model

Equality Charter School (2022-2023)

Supported the leadership team to evaluate and select literacy curriculum and develop an assessment plan for grades K-5

Dunlap School District (2022-2023)

Led staff development workshops on bridging the science of reading with the joy of learning in grades K-12.

Putnam Northern Westchester BOCES/ Rose Institute for Learning and Literacy (2020-2022)

Led staff development workshops focused on bringing the science of reading into K-12 classrooms.

Ulster BOCES/ Rose Institute for Learning and Literacy (2020-2022)

Led staff development workshops focused on bringing the science of reading into K-12 classrooms.

Wallkill School District, Wallkill, New York (2021-2022)

Led staff development workshops focused on bringing the science of reading to grade 5-12 classrooms with a focus on content area teaching.

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

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 (2018-2020)

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 and bringing the science of reading to content areas.

Bedford Central School District, Bedford, New York (2017-2020)

Led ongoing staff development workshops 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 (2014-2018)

Led staff development workshops focused on units of study, lesson planning, instruction, and assessment in grades K-5

Saint Joseph's School for the Deaf, Bronx, New York (2013-2018)

Led staff development workshops on the implementation of a peer coaching model; Revised units of study focused on grades 3-8, specifically the intersection of cognitive skills and literacy learning for children who are d/Deaf or hard-of-hearing.

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

Led 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)

Facilitated district-wide language arts review; Led 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)

Led staff development workshops focused on early literacy practices in the Common Core era; supported the school Director to evaluate their children's literature collection to balance fiction and nonfiction; led parent workshop on early literacy

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

Supported curriculum revision in grades 5 and 6 with a focus on changes to ELA assessments and the Common Core State Standards

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

Supported curriculum revision in grades 4-8 with a focus on changes to ELA assessments and the Common Core State Standards

Bronxville Public Schools, Bronxville, New York (2011)

Led staff development workshops for the district's teachers focused on literacy centers

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

Led staff development workshops for preschool and Kindergarten teachers on early literacy teaching and learning

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

Led staff development workshops for the faculty as they developed 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 Dyslexia Association (IDA)

National Council of Teachers of English (NCTE)

International Literacy Association (ILA)

Literacy Research Association (LRA)

National Association of Professional Development Schools (NAPDS)

New York State Reading Association (NYSRA)

Connecticut Reading Association (CRA)