

EDUCATION

Ph.D., Education (Policy Organization, Measurement & Evaluation)
Graduate School of Education
University of California, Berkeley, December 2004

M.A., Education, Graduate School of Education
University of California, Berkeley, May 2000

California Teaching Credential in Social Sciences and Chemistry
San Francisco State University, June 1994

J.D., Suffolk University Law School, Boston, MA, June, 1987

B.A., Georgetown University, Washington, D.C., May 1984

PROFESSIONAL EXPERIENCE

2004-Present Assistant Professor, Secondary Education, Saint Michael's College,
Colchester, VT

2007-Present Co-Principal Investigator, Project CREATE (Curriculum Reform in
Education for All Teachers of ELLs), Colchester, VT

2008-Present Co-Director, Middle Grades Collaborative, Burlington, VT

2008-Present Faculty Advisor, ECHO Inquiry Science in Schools, Burlington, VT

2005-Present Assistant Professor, Middle Grades Institute, Burlington, VT

2005-Present Member, Vermont Middle Level Taskforce, Montpelier, VT

2004 – 2007 Counselor, Kappa Delta Pi, International Honor Society in Education,
Omega Delta Chapter, Saint Michael's College, Colchester, VT

2002 – 2003 Instructor/ Supervisor, Master's and Credential in Science and
Mathematics Education (MACSME) Program, UC Berkeley

2002 – 2003 Research Assistant, Bay Area Consortium for Urban Education,
UC Berkeley

2002 – 2003 Committee Member, Performance Assessment for California Teachers
(PACT), UC-Stanford Consortium

2000 – 2002 Adjunct Professor, John F. Kennedy University, Orinda, CA

- 2000 – 2002 Research Assistant, Teacher Education Program Evaluation, UC Berkeley
- 1999 – 2000 Research Assistant, National Center for Research on Vocational Education, Berkeley, CA

TEACHING EXPERIENCE

- 1997 – 1999 Middle School Science Director, Prospect Sierra School, El Cerrito, CA
- 1994 – 1997 Life Science Teacher, Marin Country Day School, Corte Madera, CA
- 1992 – 1994 Physics and Chemistry Teacher, McClymonds Science and Technology High School, Oakland, CA
- 1992 – 1994 Member, Golden State Examination Portfolio Committee, Sacramento, CA

LEGAL EXPERIENCE

- 1987 – 1992 Associate Attorney, Leone, Throwe, Teller & Nagle
East Hartford, CT
- 1988 – 1992 Legal Advisor and Lobbyist, Connecticut Citizens Action Group
Hartford, CT
- 1988 – 1992 Attorney, Pro Bono Referral Project
Hartford, CT
- 1984 – 1987 Director of Dispute Resolution, Office of the District Attorney for
Middlesex County, Cambridge, MA

GRANTS, FELLOWSHIPS AND HONORS

- 2007 Project CREATE, a \$905,000 five-year grant funded by the U.S. Department of Education, co-principal investigator
- 2006 Vermont Reads, a \$1000 grant funded by the Vermont Humanities Council
- 2003 Dean's Normative Time Dissertation Fellowship, UC Berkeley
- 2003 Higher Education Dissertation Fellowship, UC Berkeley
- 2000 Coordinator (Spencer Fellowship), Center for Integrated Studies on Teaching and Learning (CISTL), UC Berkeley

- 2000 Urban Leaders Fellowship, Center for Urban Education, UC Berkeley
- 1996 Teacher Fellowship, Exploratorium Teacher Institute, San Francisco, CA
- 1993 Teacher Fellowship, Exploratorium Teacher Institute, San Francisco, CA
- 1986 – 1987 Dean’s List, Suffolk University Law School, Boston, MA
- 1982 – 1983 Dean’s List, Georgetown University, Washington, D.C.

PUBLICATIONS AND REPORTS

- Nagle J. (Under Review). Putting the learner first: Pre-service interns learn to teach by taking on their students’ perspectives. *Essential Teacher*.
- Nagle, J. F. (2009) Becoming a reflective practitioner in the age of accountability. *The Educational Forum*. 73 (1), 76-86.
- Nagle, J. (2008). A Report of the English Learner Program in the Winooski School District: Developing Teacher and Institutional Capacity for Our Students. A report prepared for the Winooski School District. Winooski, VT.
- Nagle, J. (2008). Project CREATE: Redesigning Curriculum and Field Experiences to Meet the Needs of Prospective Teachers for Vermont Schools. A report prepared for Project CREATE. Colchester, VT.
- Co-Author. (2007) Middle level education in Vermont: Recommendations from the Vermont middle level task force. Presented to the Vermont Commissioner of Education, Richard Cate, Montpelier, VT
- Nagle J. (2007). Becoming active participants in teacher learning communities: Preservice teachers collaborate to investigate practice. *The Journal of the New England League of Middle Schools*. 17 (2) 16-19.
- Nagle, J. (2003). SB 2042 and teacher development: A report on the opportunities for collaboration between institutions of higher education and local educational agencies. A report prepared for the Bay Area Consortium for Urban Education (BACUE). Berkeley, CA.
- Nagle, J. F. (2002). Beyond professional teacher communities, toward professional examination of practice: Opportunities to bridge the divide between educational research and teacher practice. Berkeley, CA: Prequalifying Paper for degree of doctor of philosophy in education. University of California, Graduate School of Education.

- Paule, L., Nagle, J., Ryan, C. (2002). Final Report on the 2001-2002 Flanders Fellows. Berkeley, CA: University of California, Graduate School of Education.
- Paule, L., Nagle, J., Ryan, C. (2002). Final Report on the 2000-2001 Flanders Fellows One Year after Their Fellowship. Berkeley, CA: University of California, Graduate School of Education.
- Nagle, J., Paule, L., Ryan, C. (2002) Multicultural Urban Secondary English (MUSE) Program First Year Graduate Follow-up Evaluation. Berkeley, CA: University of California, Graduate School of Education.
- Ryan, C., Paule, L., Nagle, J. (2002) Master's and Credential in Science and Math Education (MACSME) Program First Year Graduate Follow-up Evaluation. Berkeley, CA: University of California, Graduate School of Education.
- Ryan, C., Paule, L., Nagle, J. (2002) Developmental Teacher Education (DTE) Program First Year Graduate Follow-up Evaluation. Berkeley, CA: University of California, Graduate School of Education.
- Paule, L., Nagle, J. (2001). Flanders Fellowship Study Report. Berkeley, CA: University of California, Graduate School of Education.
- Nagle, J. (2001). *Kids Cook! Seasonal recipes, activities, and readings that teach ecological responsibility*. Sacramento, CA: California Department of Education.
- Nagle, J. F. (2001). Building teacher professional knowledge through electronic networks: A social constructivist perspective. Berkeley, CA: Prequalifying Paper for degree of doctor of philosophy in education. University of California, Graduate School of Education.
- Nagle, J. F. (2000). Environmental and ecological education: Two perspectives, two communities. Berkeley, CA: Masters seminar paper, University of California, Graduate School of Education.

PRESENTATIONS

- Nagle, J. & Wigglesworth, B. (2008). *Creating a Sound Foundation for Secondary Pre-Service Teachers: Supporting the Teaching of Culturally and Linguistically Diverse Students*. A paper presented at the Winter Conference of Project CREATE, Colchester, VT.
- Nagle, J. & MacDonald, R. (2008). *Understanding Culturally and Linguistically Diverse Students in a Low-Incident School District*. A two-day teacher workshop for the faculty and staff of the Winooski School District, Winooski, VT.

- Nagle, J. Jenkins, S. & O'Dowd, E. (2008) *Project CREATE: Improving teacher learning for ELL instruction*. A Panel Presentation at the NNETESOL Spring Conference, Colchester, VT
- Nagle, J. (2008) *Curriculum Reform through Project CREATE*. A paper presented at the Spring Conference of Project CREATE, Colchester, VT
- Nagle, J. (2007) *Developing learning communities for small schools*. A paper presented at the annual Small Schools Conference, West Rutland, VT
- Nagle, J. & Angell, A. G. (2007). *How do VT portfolio entries become opportunities for reflection?* A Panel Presentation at the Annual Conference of Continuity and Collaboration: The VT Licensure Portfolio Process, Burlington, VT.
- Nagle, J. (2007) *Learning communities*. A three-part seminar presented at the annual conference of the Vermont Principals' Association, Killington, VT.
- Nagle, J. (2007). *Ordinary teachers becoming teacher leaders: Building professional communities to enhance teacher learning*. A paper presented at the annual meeting of the New England League of Middle Schools, Providence, RI.
- Nagle, J. (2007). *Professional learning communities*. A three-part seminar series sponsored by the Vermont Department of Education and the Vermont Principals' Association, Montpelier, VT.
- Nagle, J. (2006). *Teacher learning communities: Building teacher knowledge to improve student achievement*. Presentation at the regional principal meetings of the Vermont Department of Education, Montpelier, VT
- Nagle, J. (2006). *Becoming a reflective practitioner: State mandated portfolio narrows vision of reflective practice*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA
- Nagle, J. (2006). *Collaborative examination of practice: Using a state mandated assessment as part of teacher inquiry*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA
- Nagle J. (2006). *Performance assessment for California teachers (PACT) teaching event: Using a state accountability measures of teaching to enhance critically reflective practice*. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, San Diego, CA

- Nagle, J. (2005). *Learning trajectories: The interaction of beliefs about teaching, conceptions of learning to teach and program contexts in emergent teaching practice*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, CA
- Nagle, J. (2005). *Participating in research groups, investigating preservice teachers' talk, constructing teacher knowledge*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, CA
- Nagle, J. (2004). *Learning in and from practice: Performance assessment for California teachers (PACT) teaching event enhances preservice education*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA
- Nagle, J. (2002). *Opportunities for Collaboration between Science Teachers and Scientists*. Discussion leader for panel at the annual meeting of the American Society for Cell Biology. San Francisco, CA.
- Nagle, J. F. (2002). *Building teacher professional knowledge through electronic networks in the Multicultural Urban Secondary Education (MUSE) Program*. Paper presented at the spring meeting of the National Council of Teachers of English. Portland, OR.