

Curriculum Vitae
Marcy Singer Gabella

Box 330 Peabody College
Vanderbilt University
Nashville, TN 37203
(615) 322-8450
m.singer-gabella@vanderbilt.edu

4401 Farriswood Drive
Nashville, TN 37204
(615) 385-0241

Current Appointment:

Professor of the Practice of Education, Department of Teaching and Learning

Areas of Interest:

Teacher learning; curriculum theory and design; urban school reform.

Education:

1987-91 **Stanford University School of Education**, Ph.D., Curriculum and Teacher Education with minor in Sociology. Dissertation: *Sound, image and word in the curriculum: The making of historical sense.*

1985-87 **Teachers College, Columbia University**, M.A., Social Studies Education.

1980-85 **Harvard University**, B.A. in Slavic Languages and Literatures, Russian and Soviet Studies Program. Phi Beta Kappa.

Professional Experience:

2008-present **Professor of the Practice of Education and Associate Chair for Teacher Education**, Department of Teaching and Learning. Teach courses in teaching, research on teaching, and curriculum theory and design. Chair leadership team charged with coordination, quality review, and research & development initiatives for teacher education programs.

2004-2007 **Research Assistant Professor**, Department of Teaching and Learning.

1995-2004 **Assistant Provost for Initiatives in Education**, Vanderbilt University, Nashville, TN. Developed and led partnerships between Vanderbilt University and preK-12 schools to sustain and improve links between university research and teaching and preK-12 educational practice. Primary initiatives included Imagine College (1999-2007); the Teachers as Leaders Initiative (1998-2002); the Teacher-in-Residence Program (1995-2000); and the Vanderbilt Integrated Studies in Teacher Education project (1996-98).

1991-2001 **Assistant Professor**, Department of Teaching and Learning, Peabody College of Vanderbilt University, Nashville, Tennessee. Taught courses in curriculum foundations, development, and research, as well as in social studies methods. Supervised social studies student teachers. Developed and led workshops for Nashville area schools and teachers on curriculum design and innovation.

- 1988-1990 **Assistant to the Director**, Stanford/Schools Collaborative Professional Development Center, Stanford, California. Participated in founding and design of collaboration among Stanford University and five school districts. Co-developed and co-led workshops and seminars for educators. Helped support daily operations.
- 1986-1987 **Teacher**, History Department, The Anglo American School, New York, New York (International, multi-ethnic school serving international families and a cross-section of New York City students). Taught history and social studies 8, 9 and 11th grades.
- 1985-1986 **Teacher-Intern**, Social Studies Department, Bronxville High School, Bronxville, New York. Taught social studies, grades 9-12.

Research Grants and Funded Programs:

Externally Funded

- 2006-2011 “Linking Teacher Preparation to Student Learning in Mathematics and Science.” National Science Foundation, Award Id : 0554486. Principal Investigator: Marcy Singer-Gabella. Co-PIs: Jennifer Cartier, Elise Forman. \$2,491,777.
- 2006-2007 McKissack and Pearl-Cohn Family Resource Centers Lead Agency Grant. United Way of Middle Tennessee. Principal Investigator: Marcy Singer-Gabella. \$93,200.
- 2005-2006 “GEAR UP Nashville – Sixth Year Extension.” United States Department of Education. Principal Investigators: Joseph Cunningham and Marcy Singer-Gabella. \$242,582.
- 2005-2006 McKissack and Pearl-Cohn Family Resource Centers Lead Agency Grant. United Way of Middle Tennessee. Principal Investigator: Marcy Singer-Gabella. \$89,000.
- 1999-2006 “Imagine College” (formerly Project GRAD Nashville). Funded by grants from the Dell Foundation (\$50,000), Flora Foundation (\$200,000), Ford Foundation (\$500,000), the Ingram Charitable Fund (\$1,560,068), the Inner City Education Foundation (\$719,211), the Metropolitan Nashville Public Schools (\$1,228,200), the US Department of Education (see GEAR UP below), the United Way (\$319,000 to operate Family Resource Centers in two Imagine College sites), and small private donations. Principal Investigator and Executive Director. Responsible for start-up, external funding proposals, management, operations, budget, and continuing evaluation of comprehensive urban reform project that provides college planning, preparation, and financial assistance to students (K-12); intensive professional development support to teachers; and health/social service outreach to families in the Pearl-Cohn cluster of schools in Nashville, TN. The 26 person staff included individuals with backgrounds in education, social work, clinical psychology, and university student services.
- 2000-2005 “GEAR UP Nashville.” United States Department of Education. Principal Investigators: Joseph Cunningham, Marcy Singer-Gabella, Cynthia Gause-Vega. GEAR UP Nashville continued and expanded Imagine College professional

development and family outreach services to a second inner-city cluster, and also strengthened the counseling resources devoted to college awareness and readiness at the seven participating middle and high schools. Responsible for coordination of eight-partner collaboration and implementation of professional development, college readiness, and family outreach initiatives. \$5,700,000.

1998-2002 “Developing and Sustaining Technology-Intensive Classrooms Where Mathematics is Learned with Understanding.” National Science Foundation. Principal Investigators: Paul Cobb, Kay McClain, Koeno Gravemeijer, Marcy Singer Gabella, Cliff Konold. Responsible for component of grant focusing on the investigation of challenges in sustaining teacher professional communities to support mathematics reform. \$785,000.

1998-2002 “Teachers as Leaders Initiative (TaLI).” Principal Investigator. Submitted through the Southern Education Foundation to the Rockefeller Brothers Foundation to support the expansion of the Summer Scholars Program. The Summer Scholars program recruited to teaching promising African American students enrolled in historically black colleges and universities. The funded expansion prepared Summer Scholars alumni who became teachers for leadership roles in reforming K-12 school systems. Program content focused on race and equity, culturally relevant pedagogy, standards, and educational leadership. A second phase of the expansion (TaLI II), was funded by the Annenberg Foundation for 2000-2002, and focused explicitly with participants on working for systemic change. \$253,870.

1997-1999 “Technology and Professional Development: Using Collaborative Partnerships to Support Change.” US Department of Education. Sub-Contract for the National Partnership for Excellence and Accountability in Teaching. Developed models for online professional learning. [College SubContract]

1993-1996 “An Integrated Curriculum and Life-Style Knowledge Approach to Literacy and social Studies Instruction for Students with Mild Disabilities.” Funded by the U.S. Department of Education. Co-Principal Investigator. \$750,000.

Internally Funded

2008-09 “Assessment *in Practice*: The Capstone Performance Assessment.” Peabody College Instructional Improvement Grant. Principal Investigators: Marcy Singer-Gabella, Marie Hardenbrook, Melanie Hundley, Catherine McTamaney, Amy Palmeri. \$8100.

2008-09 “Improving Undergraduate Science Instruction for Prospective Early Childhood and Elementary Teachers.” Peabody College Instructional Improvement Grant. Principal Investigators: Ann Kindfield, Marcy Singer-Gabella, Mark Woeffle. \$9980.

2005-06 “Stepping Ahead: Understanding *Evidence* in Current Evidence-Based Accountability Reforms.” Peabody College Instructional Improvement Grant. Principal Investigators: Chris Iddings, Marcy Singer-Gabella, . \$5,875.

1992-93 “Promoting Student Understanding of Disciplinary Inquiry: From Culture to

April 2009

Curriculum.” Case study of the first year of a progressive high school funded by the University Research Council of Vanderbilt. Principal Investigator. \$12,000.

Publications

- Singer-Gabella, M. & Tiedeman, P. (2008). Tasks and trajectories in the preservice teachers' pedagogical content knowledge. *Journal of Curriculum Studies*, 40 (4), 457-480.
- Singer-Gabella, M., Iddings, C., Paulsen, K., Smithey, M., Hardenbrook, M., Palmeri, A., Schauble, L., Benbow, C. (2007). From Teacher Education to P-12 Learning Outcomes: The New Burden of Proof. *Teaching and Learning: The Journal of Natural Inquiry and Reflective Practice*, 21(Spring and Summer), 115-138.
- Collins, A., Bercaw, L., Palmeri, A., Altman, J., and Singer-Gabella, M. (1999). Good intentions are not enough: A story of collaboration in science, education, and technology. *Journal of Science Teacher Education* 10 (1), 3-20.
- Singer Gabella, M. (1998). Formal fascinations and nagging excerpts: The challenge of the arts to curriculum and inquiry. *Curriculum Inquiry*, 28 (1), 27-56.
- Singer Gabella, M. (1996). Post-modern, perhaps. But is it history? A reply to Barbara Norman. *Journal of Curriculum Studies*, 28 (6), 725-730.
- Singer Gabella, M. (1995). Unlearning certainty: Toward a culture of student inquiry. *Theory into Practice*, 34 (4), 236-242.
- Singer Gabella, M. (1995). The art(s) of historical sense: An inquiry into form and understanding. *Journal of Curriculum Studies*, 27 (2), 139-163.
- Singer Gabella, M. (1994). Beyond the looking glass: Bringing students into the conversation of historical inquiry. *Theory and Research in Social Education XXII* (3), 340-363.
- Kinzer, C.K., Gabella, M.S. and Rieth, H.J. (1994). An argument for using multimedia and anchored instruction to facilitate mildly-disabled students' learning of literacy and social studies. *Technology and Disability*, 3 (2), 117-128.
- Singer, M.J. (1991). Historical sense through the arts. *Arts and learning research*, 9 (1), 101-117.
- Singer, M.J. (1991). Review of James Beane's *Affect in the Curriculum*. *Journal of Curriculum Studies* 23 (6), 583-586.

Presentations

- Singer-Gabella, M., Cartier, J., Forman, E., Knapp, N., Kannan, P., Shahan, E., Lancaster, L., Barrick, N. (2009). Contextualizing Learning Progressions for Prospective Elementary Teachers of Mathematics and Science. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Ma, J. and Singer-Gabella, M. (2009). Learning to Teach in the Figured World of Reform Mathematics. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Singer-Gabella, M., Shahan, E., Ma, J., Knapp, N., and Lehrer, R. (2008). Learning to Teach Elementary School Mathematics. Poster presented at the NSF DRK-12 PI Meeting, Washington, D.C.
- Singer-Gabella, Kindfield, and Bolger, M. (2008). Practices and Pedagogies in Undergraduate Science. Presented at the Annual Meeting of the American Educational Research Association, New York, NY, March 25, 2008.
- Singer-Gabella, M., Kindfield, A., Bolger, M., Palmeri, A., & Ma, J. (2008). Toward the Improvement of Prospective Teachers' Understandings of Science: Investigating and Investing in the Margins. Presented at the Annual Meeting of the American Association of Colleges of Teacher Education, New Orleans, LA, February 8, 2008.
- Cartier, J., Singer-Gabella, M., Forman, E. (2007). Investigating Prospective Teachers' Understandings of Science Practices and Pedagogies. Poster presented at the NSF DRK-12 PI Meeting, Crystal City, VA.
- Singer-Gabella, M. (2007). Prying open the black box of teacher learning trajectories. Presented at the annual meeting of the American Association for Colleges of Teacher Education, New York, NY.
- Singer-Gabella, M., Palmeri, A., Hardenbrook, M. (February 2006). A bridge through fog: Linking teacher preparation to P-12 student learning. Presented at the annual meeting of the American Association for Colleges of Teacher Education, San Diego, CA.
- Singer Gabella, M. and Gause-Vega, C. (2002). *Teachers as Leaders: History and Theoretical Assumptions*. Presented to the annual meeting of the American Educational Research Association, New Orleans, LA.
- Singer Gabella, M. and Gause-Vega, C. (2001). Beyond reculturing: Leading, learning, and the limits of mind. Presented to the annual meeting of the American Educational Research Association, Seattle, WA.
- Williams, S., Goldman, S. R., Singer Gabella, M., Kinzer, C. K., & Risko, V. J. (April, 1998). Initial evaluation of on-line professional development and mentoring. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Peter, J. A., Gabella, M. S., Woody, K., & Kinzer, C. K. (1996). The impact of segmenting and prediscussion on multimedia-anchored instruction in a middle school resource room.

Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Gabella, M. S., Kinzer, C. K., & Rieth, H. J. (1995). At the nexus: Linking research on technology, learning disabilities, and social studies and literacy learning. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Kinzer, C. K., & Gabella, M. (1995). Modes of presentation: A discussion of three alternative forms with an emphasis on multimedia. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Teaching

Courses:

Education 3040 Teaching as Social Practice

Education 3500 Foundations of Education

Education 3610 Curriculum Foundations

Education 3620 Curriculum Design

Education 2920 Social and Philosophical Aspects of Education

Principals' Leadership Academy of Nashville

Service

Professional Field

2009- IHE Liaison, Teacher Performance Assessment Project (AACTE/CCSSO)

2009- Facilitator/Consultant, Project GRAD USA

2008-2009 Institutional Coordinator, US TEDS-M Study

2008- Associate Editor, *Journal of Curriculum Studies*

2008- Reviewer, *Educational Researcher*

2006- Reviewer, *Cognition and Instruction*

2002-2006 Advisory Board, National Institute for School Leadership, National Center on Education and the Economy

1995-2007 Editorial Advisory Group and Reviewer, *Journal of Curriculum Studies*

Community

2007-2008 Instructor, Educational Leadership Learning Exchange.

2004-2005 Guest Speaker, Principals Leadership Academy of Nashville.

2003-2004 Member, Report Card Panel, Nashville Area Chamber of Commerce

1995-2003 Vanderbilt Coordinator, Adopt-A-School Program, PENCIL Foundation

1995-2001 Representative, Curriculum Advisory Council, Metropolitan-Nashville School District

University

2006-present Member, Center for Teaching Advisory Board
2006-present Faculty Sponsor, Vanderbilt Students for Students
2007-2008 Instructor, Peabody Professional Institute
2004-2006 Member, Jewish Studies Program Steering Committee, Vanderbilt University
2005 Member, Board of Directors, Women's Social Policy and Research Center

College

2008- Co-Chair, Teacher Education Policy Committee, Peabody College
2006-2008 Member, Teacher Education Task Force, Peabody College
2004-2006 Member, Teacher Education Coordinating Committee, Peabody College

Department

2008- Associate Chair for Teacher Education
2007-2008 Department Executive Committee
2007-2008 Science Education Search Committee
2006-2007 Department Chair Search Committee
2005-2008 Chair, Teacher Education Coordinating Committee, Department of Teaching and Learning
2004-2005 Elementary Education Committee, Department of Teaching and Learning

Memberships:

American Association of Colleges for Teacher Education (institutional representative)
American Educational Research Association
National Society for the Study of Education
Phi Delta Kappa