

**Dr. Elizabeth Meadows**

Associate Professor, Elementary Education  
 Roosevelt University  
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**Education**

Ph. D. *University of Chicago*, Department of Education, Curriculum and Instruction,

Doctoral Dissertation. 1998.

M.A. *University of Chicago*, Department of Education. 1993.

B.A. *UOLqj p&u'Eqngi g*, Liberal Arts. 1985.

**College and University Experience**

- 2008- Associate Professor, Elementary Education, College of Education,  
 Roosevelt University, Chicago and Schaumburg, Illinois.
- 2002-2008 Assistant Professor, Elementary Education, College of Education, Roosevelt  
 University, Chicago and Schaumburg, Illinois.
- 1998-2001 Instructor, Master of Science in Education Program, Northwestern  
 University.
- 1999-2000 Adjunct Professor, Northeastern Illinois University, teacher preparation.
- 1998-1999 Adjunct Professor, National-Louis University, teacher preparation.
- 1992-1994 Adjunct Professor, School of the Art Institute, Chicago, Illinois, teacher  
 preparation.
- 1992

2023, Spring

2020, Spring Individual Coaching & Field Experience 2 ELED 328  
2020, Spring Career Coaching for Educators EDUC 003  
2019, Fall Coaching & Field Experience 3 ELED 448  
2019, Fall Individual Coaching & Field Experience 1





	Approximately 50 students
2002-2007	Graduate Elementary Education Advisor
2006-2007	approximately 40-50 students on the Auditorium Campus
2005-2006	approximately 100 students on the Schaumburg Campus
2004-2005	approximately 100 students on the Schaumburg Campus
2003-2004	approximately 80 students on the Schaumburg Campus
2002-2003	approximately 50 students on the Schaumburg Campus

### **Dissertation Committees**

2016-2017	Dissertation committee member, Crystal Williams, Ed. D. Educational Leadership
2009-2010	Dissertation committee member, Lisa Sharpe, Ed. D. Educational Leadership
2008-2009	Dissertation committee member, Anastasia Epstein, Ed.D. Educational Leadership
2006-2007	Dissertation committee member, Samantha Dolen, Ed.D. Educational Leadership

### **Work with K-12 Teachers**

1996-2001	Discussion leader and professional development facilitator, Dewey Study Groups with faculty from a Chicago Public High School, the University of Chicago Laboratory Schools, Winnetka Public Schools, and Francis Parker School, Chicago.
1999	Helped to plan and teach a summer professional development institute for Consortium.
1991-1994	Educational consultant to K-12 Chicago Public School teachers. Led in-service sessions and co-led discussions with them in their classrooms to assist and support them in using discussions with their students. This effort was a partnership between Northwestern University and several Chicago Public Schools led by Sophie Haroutunian-Gordon.
1990-1993	Project leader, University of Chicago School Mathematics Project. Helped Chicago Public School teachers implement the <i>Kindergarten Everyday Mathematics</i> in seven urban schools with majority populations of low-income African-American and Latino students. Evaluated this use through student and teacher interviews and classroom observations.

- 1989-1990 Edited and helped draft the first and second grade *Everyday Mathematics* curricula with the University of Chicago School Mathematics Project. Met with urban teachers to gather and utilize feedback on field test curricula.
- 1987-1989 Seminar leader and program coordinator, Paideia Proposal, an educational reform movement aimed at making education less didactic and more participatory. Organized and led seminar discussions and in-service sessions with students and teachers (K-12) in the Chicago Public Schools and around the country.

### **K-12 Teaching Experience**

- 1994-1995 Associate Director of Education, Kohl Children's Museum. Developed and taught educational programs in all subject areas for children ages 3 through 8 in the museum and in schools.
- 1986-1987 Taught preschool/kindergarten in an independent school in Santa Fe, New Mexico, serving Latino, African American, and Caucasian students from diverse socioeconomic backgrounds.
- 1985-1986 Taught sixth grade in the Santa Fe Public Schools. The student population included Latino, Asian, and Caucasian students from diverse socioeconomic backgrounds.

### **Experience as a Museum Educator**

- 1996-1997 Programs Manager, Frank Lloyd Wright Home and Studio Foundation. Collaborated with Board committees and staff to design and implement educational programs focusing on creativity, Frank Lloyd Wright, and architecture.
- 1995-1996 Director of Education, Kohl Children's Museum, Wilmette, Illinois. Developed collaborative relationships with educational and cultural institutions to serve students from diverse backgrounds in urban schools.

### **Publications**

- Meadows, E. (2019) What is a democracy and what does education in a democracy  
 In P. Jenlink & C. Lowery (Eds.), *The Handbook*  
*qhlF gy g{ au'Vj gqt{ 'c p f 'Rt ce v k e g ' l p ' G f w e c v k q p*. Rotterdam, The Netherlands: Sense

Publishers.

Meadows, E. (2018). The Responsibilities of Teacher Educators in Democratic Accountability. *Teacher Education & Practice*, 31(2), pp. 277-280

Meadows, E. (2016) Dewey, democracy, and teacher education: What do people in a democracy need to learn and how do teachers need to be educated? In *Teacher Education and Practice* volume 29, issue 3, 440-458.

Meadows, E. (2015) Listening in interpretive discussion. in *Listening to teach: Beyond didactic pedagogy* edited by Leonard Waks.

Meadows, E. (2014) What would Dewey say today? *Tqqugxgn'Wpkxgtukf at'O ci c/kpg*, Fall.

Meadows, E. (2013). Learning to listen to differences: Democracy, Dewey and interpretive discussion. *Journal of Curriculum Studies*, 45(4), 441-461.

Meadows, E. and Butler, Dana. (2010) Transformational learning at Ruiz School. In the Mansfield Institute for Social Justice and Transformation blog. Retrieved from <http://misjt.blogspot.com/>

Meadows, E. (2010) Co-creating a socially just democracy through interpretive discussion. *Roosevelt University Mini-Conference on Teaching (RUMCOT) Proceedings*.

Meadows, E. (2009) Priorities that should guide teacher education in a democracy. *Teacher Education and Practice*, 22, (4).

Meadows, E. (2009) Learning to listen to differences: Dewey, democracy, and interpretive discussion. *Roosevelt University Mini-Conference on Teaching (RUMCOT) Proceedings*.

Meadows, E. and Blatchford, K. (2009). Achieving widespread, democratic education in *Education and Culture*, 25, (1).

Haroutunian-Gordon, S., & Meadows, E. (2009). The role of interruption in building trust. *Schools: Studies in Education*, 6, (1), 37-56.

Meadows, E. (2007). Transformative learning through open listening: A professional development experience with urban high school teachers. *Learning Inquiry*, 1, 115-123.

Meadows, E. (2006). Professional development through teacher inquiry: Teachers discuss *Teacher Education and Practice*, (19) (4), 455-471.







American Educational Research Association, New York, New York.  
 Haroutunian-Gordon, S. & Meadows, E. *Listening to Learn: Interruption*. Paper

Education Society, Boston, Massachusetts.  
 Haroutunian-Gordon, S. & Meadows, E. *Interruption*. Paper presented as part of a  
 American Educational Research Association, New York, New York.

Meadows, E. *Dewey, Delpit, and Education for Democracy: What do people need to learn and how do teachers need to be educated in order to cocreate and sustain a true democracy?* Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago, Illinois.

Living Progressive Education Conference, Francis Parker School, Chicago, Illinois.  
 Meadows, E. *Preparing teachers to be open-o kpf gf <F gy g( au'lf gcu't geqpukf gt gf O'*  
 Paper presented at the 2006 annual meeting of the American Asso TJETy( the )-he Am417 Meadoy( t





*Service to the College*  
2017 Appointed Field and Clinical Experiences

2015-2016 Member of the First Year Task Force  
 2015-2016 Member of the Academic Success Center Advisory Board  
 2014-2015 Member of ad hoc committee(s) for First Year Experience  
 2013-2014 Member of the Foundations of Excellence initiative, Philosophy Committee  
 2012-2013 Member of the Strategic Planning Task Force on Campus Distinction and on

2011-AAUP Executive Committee Member  
 2010-2011 AAUP, Secretary  
 2008-2010 Engaged Faculty Fellow with the Mansfield Institute for Social Justice and Transformation.  
 2005-2008 Employee Recognition Committee  
 2005-2008 Student Review Board  
 2006 Center for Teaching and Learning presenter on service-learning grant  
 2005-2006 Senator  
 2003-2005 Graduate Scholarship Committee  
 2003-present Golden Apple Academic Liaison  
 2002-present COE/ELED Representative at SOAR events, graduate orientations, open houses

***Service to the Professional Community***

2012-2013 Reviewed a submission for *the Journal of Curriculum Studies*  
 2012-2013 Collaborated with colleagues in Chicagoland Researchers and Advocates for Transformative Education to put together a press conference at Roosevelt University about the effects of K-mental health, on May 21, 2013.

2011-2012 Reviewed a submission for *the Journal of Curriculum Studies*

2010-2011 Reviewed a submission for *Education and Culture*

2010-2011 Reviewed a submission for *Teacher Education and Practice*

2008-2009 Reviewed two submissions for *the Journal of Curriculum Studies*

2008-2009 Reviewed two submissions for *Education and Culture*

2007 Reviewed a submission for *Education and Culture*, the journal of the John Dewey Society.

2003-present Member, Consulting Editorial Board for the journal, *Illinois Child Welfare*.

2004-2007 Member and Chair (2006-2007) of the Awards Committee of the John Dewey Society. Generated annual nominations for the Society's Outstanding Achievement in Education Award awarded to an individual who mirrors in his or her career Dewey's commitment to outstanding

scholarship and equally outstanding contributions to education in a democracy.

- 2006 Member, Editorial Board, *Action in Teacher Education* journal, Summer 2006.
- 2006 Reviewed proposals for Division K, Teaching and Teacher Education, of
- 2004 Judged a science fair at Smyser School, a K-8 Chicago Public School.
- 2004 Conducted two workshops, *Helping students to read and write by building upon their science interests*,<sup>nd</sup> Winter Retreat, Oak Brook, Illinois.
- 2003 Presented a workshop for Illinois K-8 educators, *Exploring Solubility Through the Mutual Pleasure of Discovery Between Teacher and Student*, at the
- 1999 Chaired a session at the 1999 Philosophy of Education Annual Meeting, New Orleans, Louisiana.
- 1999 Reviewed a submission for the *American Journal of Education*.

### ***Volunteer Work***

- 2017-present Board Member  
community and police relations in Evanston, IL
- 2016-present Co-  
Church in Evanston, IL: aims include supporting members in listening to voices other than those we usually hear, developing empathy, finding common ground, and working towards increased racial justice
- 2016- present Invited to serve on the Interfaith Action of Evanston Advocacy Team to advocate for people experiencing hunger and homelessness and to work to address and ameliorate the root causes of hunger and homelessness in Evanston, IL



can serve the poor and hungry and work to reduce the societal conditions related to hunger and homelessness.

2007-2010 Volunteer, Evanston Substance Abuse Prevention Council. Help publicize about the use and potential abuse of substances.

2007 Volunteered for the Race Against Hate, a race in memory of Ricky Byrdson, hate crime victim.

***Other Community Service***

2015-present

Evanston, IL

2008 Volunteer at an Evanston middle school family night

2006-2007 Volunteer, fourth grade public school classroom, assisted the teacher in

2004-2005 Volunteer, parent helper for a musical performed by all of the second

110, and support other teachers of these courses. The Fellows will support the ACP program in many ways.

- 2016 The Society of Professors of Education Outstanding Book Award for *Listening to Teach: Beyond Didactic Pedagogy* edited by Leonard J. Waks. (Meadows wrote a chapter in this book.)
- 2005 Roosevelt University, *Erucut qgo 'vgcej gtu'crrrt 'Lqj p'F gy g{au'kf gcu'cdqw' art and education to everyday teaching and learning*. Faculty Research Award, Spring semester, 2005.