

PAULA RESSLER

Director of English Education
 Illinois State University
 English Department
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Administration and Professional Development

Illinois State University, Normal, IL. Fall 2002-present.

- Director of English Education. Placement and mentorship of student teachers and university supervisors, Delegate to Council on Teacher Education (CTE), Co-coordinator Conference of Illinois Teachers of English (CITE), Co-coordinator Peoria Intensive Student Teaching University School Partnership, Co-facilitator Professional Issues Seminar, Director English Education Community Advisory Board.
- Acting Director of English Education. Fall 2001-Summer 2002.
- Co-Developer, Safe Schools Project. Program funded by The Diversity Development Initiative Grant of the School of Social Work. Program to educate high school, middle school, and elementary school educators about the needs of youth and families who face harassment and discrimination related to issues of sexual orientation and gender identity.
- NCATE Report Coordinator. Prepared and submitted new NCATE review based upon performance standards, combining the new NCTE Language Arts Standards with the Illinois State Board of Education Language Arts Standards.

Service

- English Department Chair Search Committee, 2002-2003.
- Literacy Search Committee, 2002-2003.
- English Education Committee, 2001-present.
- English Department Delegate to Council on Teacher Education 2001-Present

City-As-School High School, New York, NY. Fall 1996-Spring 2000.

- Portfolio Coordinator. Organized staff development and student support for portfolio creation. Delegate to New York Performance Standards Consortium.
- Student Teacher Coordinator. On-site coordinator of student teachers from New York University's Dept. of Teaching and Learning.
- Staff developer. Work with new teachers and others in creation of learner-centered classrooms. Helping teachers provide academic support for portfolios, external learning, and performance-based academic projects.

New Visions Team, New York, NY. 1995-97.

Member of innovative collaborative school reform team that developed an alternative middle school for students in Manhattan's District 1.

District 19, Middle School Initiative, Brooklyn, NY. Summer 1995-Fall 1996.

Conducted workshops for teachers and staff developers in East New York public schools on creating learner-centered classrooms.

Seward Park High School, New York, NY. May 1996.

Conducted staff development workshop for faculty on school-to-work student-centered curriculum.

New York University, School of Education, Dept. of Teaching and Learning. New York, NY. Fall 1994-Fall 1996.

- Summer Institute on Critical Social Issues in Urban Education. Co-developed credit-bearing institute for preservice and inservice teachers and human service professionals, including the following courses: “Racism, Ethnicity, and Cultural Identity”; “Lesbian and Gay Issues in the Classroom”; “Special Needs in the General Education Classroom”; and “Gender Inequity and Sexual Harassment.”
- Curriculum Committee. Member of faculty committee that developed new courses and programs in English Education and Teacher Education.
- Staff Development. Conducted series of faculty workshops addressing multicultural issues in Early Childhood/Elementary and Secondary Education.
- Program in Early Childhood and Elementary Education. Co-coordinated student teacher placements.

International Federation of Teachers of English (IFTE), NYU, New York, NY. July 1995.
Delegate and associate committee chair, Relevance and the Student of the 21st Century.

New York University, Expository Writing Program, New York, NY. Spring 1991-Summer 1994. Co-developed and facilitated staff development workshops on working with multicultural issues in writing classrooms.

Belmont Day School, Belmont, MA. Spring 1991.
Member of school’s multicultural committee.

Counterpoint Arts Curriculum, Boston, MA. Fall 1988-Spring 1989.
Coordinator. Scheduled puppetry, poetry, and music classes integrating the arts into the Language Arts curriculum throughout Boston’s District D.

Emerson Stage, Emerson College, Boston, MA. Summer 1988.
Educational Director. Prepared study guide, led discussions with student audiences, and interacted with school systems, administrators, educators, parents, and disability rights organizations for children’s theater tour of *Stronger Than Superman*, by Roy Kift, a play about a young boy with spina bifida.

Teaching

Illinois State University, English Department, Normal, IL. Fall 2000-present. Assistant Professor of English.

- Professional Seminar in the Teaching of English, ENG 510. Doctoral Seminar in Pedagogy for all English Studies Ph.D. students.
- The Teaching of Literature, ENG 297. Methods course for English department preservice teachers in secondary education.
- The Teaching of Writing, ENG 296. Methods course for English department preservice teachers in secondary education.
- Teaching Literature and Writing in the Middle School, ENG 295. Methods course for preservice teachers in Curriculum and Instruction who are planning to become middle school teachers.
- University Student Teacher Supervisor, ENG 399.09.

City-As-School High School, New York, NY. Spring 1997-Spring 2000.

- Writing Gender, Race, Ethnicity, and Social Class. Writing classes exploring ways in which authors and artists examine gender, and how issues of race, ethnicity, social class, and sexual orientation intersect.

- Reading, Writing, and Illustrating Literature for Children. Collaboration with art teacher, in coordination with elementary school students and teachers. High school students learn about early literacy development and create books for elementary school students, K-3.
- Writing through Drama and Playmaking. Drama-in-Education and multicultural literature provides the context, motivation, and inspiration for writing workshop.
- Writing the World. The student's life as the center of the writing and learning experience. Included teaching students writing workshop and revision processes to work for school magazine publication.
- Writing for Life and LEAPS. Working with students on reflective journal writing and the development of research interviewing skills.
- Writing: Hate It! Love It! Keeping a writer's notebook. A course for reluctant and traumatized writers as well as those who have had positive experiences as writers.
- Critical Social Issues in Global Studies. In-depth exploration of critical social issues from a global perspective linking what is occurring in other parts of the world to what is happening in the students' own lives.
- Cooperating teacher for NYU student teachers.

New York University, School of Education, Dept. of Teaching and Learning, New York, NY. Fall 1994-Fall 1996.

- Integrating Seminar I. Instructor. Integrated student teaching experience with methods courses and theories of progressive education for undergraduate students in elementary education.
- English Teacher as Reflective Practitioner. Instructor. Explored the role of reflective practice in the middle and secondary English classroom for Master's students in English Education.
- Reading and Literature with Adolescents. Instructor. Course for preservice middle and secondary school Master's students in English Education.
- Inquiries into Teaching and Learning. Instructor. Innovative two-semester sequence of core learning experiences for all preservice teacher education graduate and undergraduate students.
- Field Supervision of Student Teachers. Conducted weekly student teaching seminar and supervised student teachers in the Early Childhood, Elementary Education, and Secondary English Education programs, New York University, School of Education.
- Summer Institute on Critical Social Issues in Urban Education: Lesbian and Gay Issues in the Classroom. Instructor. Developed and taught course on addressing lesbian and gay issues in education and the human service professions. For graduate students, inservice and preservice teachers, and human service professionals.

New York University, Expository Writing Program. New York, NY. Spring 1992-Spring 1994.
Writing Workshop 1 & II. Taught freshman composition courses for international students and native speakers of English.

New York University, Dept. of Educational Theatre. New York, NY. Spring 1992.
Feminist Autobiographical Theatre Workshop. Director, workshop facilitator, co-author of *The Goddess Garden*, feminist self-scripting and performance project based upon women's autobiographical experiences and writing. New York University. Performed, Black Box Theatre, New York University, May 1992.

Brooklyn College, Educational Services Dept., Brooklyn, NY. Fall 1991.
Adjunct Instructor. Taught ESL reading and writing courses.

Respond, Inc. Somerville, MA. Spring, 1990.
Dating Violence Project. Planned drama component for series of workshops on dating violence for town of Melrose, in coordination with local battered women's services program.

Community Educational Theatre Team, Somerville, MA. 1990.

Director, *Mothers Against Lead Paint*. An original improvisational play developed by homeless women and housing activists for lead paint awareness education.

Belmont Day School, Belmont, MA. Fall 1990-Spring 1991.

Drama Teacher and Director, grades 1 -6. Taught drama classes, directed class plays and adapted plays from children's literature.

Cambridge Women's School, Cambridge, MA. 1989-90.

Self-scripting and Performance Project. Director, co-writer, and workshop leader. *\$72 Million Main Street*, an original, improvisational play about the effects of the budget cuts in human services on the lives of a group of women tenants.

Boston, MA and Lexington, MA Public Schools. 1990.

Substitute Teacher, K-12.

Loon and Heron Theatre, Brookline, MA, Fall 1988-Spring 1989.

- Drama Teacher-in-Residence, Lincoln School, Brookline, MA. Taught drama to third, fourth and fifth grade students.
- Director, Worlds to Explore, Brookline, Roxbury, and Lynn, MA. A musical theatre program for fourth grade students from urban and suburban school settings to promote multicultural understanding.
- Co-Director, Theatre Gang, Lincoln School, Brookline, MA. After-school, musical theater program for young people ages eight through fourteen that gave participants an opportunity to help create and then perform original plays developed through improvisation.

Full Circle High School, Somerville, MA, Fall 1988-Spring 1989.

Drama Teacher. Alternative high school for students with special needs. Taught acting, directed scenes from plays, worked with students on improvisations about life issues.

Emerson College Youtheatre, Emerson College, Boston, MA. Summer 1988.

Educational Director, Stage Manager, Acting Teacher. Enrichment program for 7 -12th grade students in acting, directing, stage management, set design and construction, makeup, and costumes. Educational director of *Lovers*, by Brian Friel, a play about teenage suicide in northern Ireland.

Diamond Middle School, Lexington, MA, Spring 1988.

In-School Curriculum Drama Specialist. Analyzed, developed, implemented, and critiqued lesson plans using drama to supplement and enhance learning across the curriculum in special education and general education classrooms.

Presentations

Conference on College Composition and Communication, New York, NY, March 19-22, 2003.

Panelist: "English Education and Composition-Rhetoric Partnerships: Cooperating to Improve the Teaching of Writing in Secondary Schools." *"Expanding the Conversation: College in Secondary Teachers Working Together to Encourage Innovations and Resolve Conflicts in Writing Instruction."*

National Writing Project Urban Sites Conference, Santa Barbara, CA. April 26, 2003 Panelist, "Promoting Writing and Literacy through University/Secondary School Partnerships."

National Council of Teachers of English (NCTE), Atlanta, GA, Nov. 2002.

- Panelist: "Intersections of Race and Sexual Orientation in Middle Schools."
- Presenter/Responder/Recorder: "Safe Schools for LGBT Students and Teachers."

Illinois State University, Center for the Advancement of Teaching. University Teaching Workshop, Panelist, "Fostering an Inclusive Classroom Environment," Aug. 15, 2002.

University High School English Department, Cornbelt Back to the Future Conference.

Keynote speaker: "The English Education Community Advisory Board."

- National Council of Teachers of English (NCTE)**, Baltimore, MD, Nov. 2001.
Panelist: "Creating Safe Schools for GLBTQP Kids in Conservative Areas."
- National Women's Studies Association (NWSA)**, Minneapolis, MN, June 2001.
Presenter: "Using Queer, Feminist, and Liberatory Pedagogies to Explore Non-Normative Identity Constructs."
- National Women's Studies Association (NWSA)**, Minneapolis, MN, June 2001.
Presenter: "Exploring the Pedagogy of Drama: It Can Happen Here—Homophobia and Racism at Pleasantville High."
- Dealing with Difference Summer Institute**, Macomb, IL, June 2001.
Panelist: "Creating and Caring for Groups Working for Social Justice."
- National Council of Teachers of English (NCTE)**, Milwaukee, WI, Nov. 2000.
Presenter: "Gay and Lesbian Young Adult Literature in the Middle School."
- National Council of Teachers of English (NCTE)**, Denver, CO, Nov. 1999.
Panelist: "Pushing the Boundaries of Multicultural Education."
- National Women's Studies Association (NWSA)**, SUNY Oswego, Oswego, NY, June 1998.
Co-presenter: "Teaching Social Justice."
- National Association for Multicultural Education (NAME)**, Albuquerque, NM, Oct. 31, 1997.
Co-presenter: "We Are Family."
- Teachers College, Columbia University**, New York, NY, Feb. 1996 and Feb. 1997.
Presenter: Winter Roundtable on Cross-Cultural Psychology and Education: "Exploring Lesbian and Gay Families in the Elementary Education Setting through Drama."
- New York University, Dept. of Teaching and Learning**, School of Education, Dept. of Teaching and Learning, New York, NY, Spring 1994–Summer 1999.
Presented drama-in-education workshops for the following courses: "Teaching for Multicultural Understandings," "Reassessing the Social Studies Curriculum," "Current Issues in Education" and "Professional Development Seminar in Early Childhood Education."
- National Conference of Teachers of English (NCTE)**, New York University, New York, NY, July 1995.
Workshop leader: "Gay and Straight Educators Collaborate to Address Lesbian and Gay Issues in Education."
- Association of Teacher Educators (ATE)**, Washington, D.C. Feb. 17, 1997.
Panels: "Inquiring into Teaching and Learning: Prospective Teachers and Teacher Educators Reaching for Democracy."
- New York University, College of Arts and Sciences**, New York, NY, April 1993 and 1994.
Organizer and Presenter: "An Evening of Readings of Original Student Writing."
- American Alliance for Theatre and Education (AATE)**, Minneapolis, MN, July 1991 and Aug. 1993.
Panelist and workshop facilitator: Incorporating gender and sexuality issues into multicultural programs.
- Project MUST—Mentoring Urban Students for Teaching**, New York University, Dept. of Teaching and Learning, New York, NY, 1991–94.
Drama workshop leader: Designed and implemented drama workshops for 75 junior high school students and 15 of their high school peer leaders in East Harlem, District 4 schools, to increase student interest in the teaching profession.
- Adult Literacy Resource Institute (ALRI)**, Boston, MA, 1991.
Conducted series of workshops for ESL, ABE, and GED teachers.
- Chelsea Public Library**, Chelsea, MA, Spring 1990.
Led training workshop for volunteer ESL tutors: "Using Drama Techniques to Teach ESL."
- Somerville Center for Adult Learning Experiences (SCALE)**, Somerville, MA, 1989.
Led workshop for teachers of adult literacy: "Using Drama to Teach ESL, ABE, GED."
- Oficina Hispana**, Roxbury, MA, 1988
English as a Second Language Drama Specialist. Developed lessons and co-taught adult classes using drama exercises and improvisation to help students improve communication skills and confidence in their ability to use the English language.

garbage can blues. Performed at “An Evening of Readings of Original Student Writing,” NYU, April 1993 and April 1994.

The Goddess Garden. Co-author of collaborative feminist theatre script. Produced May 1992.

\$72 Million Main Street. Co-author of collaborative improvisational feminist theatre piece. Produced, January 1990.

Beebo Brinker Comes to Town. Play adapted from Ann Bannon’s novel, *Beebo Brinker*, Naiad Press, 1983, originally published in 1962.

Children’s Plays

Plays adapted from children’s literature for classroom drama: *Fourth Grade Nothing*, based upon *Tales of a Fourth Grade Nothing* by Judy Blume; *Who’s in Rabbits’ House*, based upon the Masai folktale *Who’s in Rabbit’s House* retold by Rita Aardema; adaptation of *Wiley and the Hairy Man*, an African American folktale, retold by Molly Bang. Performed, September-March, 1991.

The Pizza Fruit Tree. A play about immigration. Written for and with fourth grade students at the Lynn Woods School and Harrington School in Lynn, MA, who participated in the Worlds to Explore Program, Loon and Heron Theatre. Performed 1989.

How the West Was Stolen. Written to coincide with and enhance the social studies curriculum. A play about the westward expansion of the U.S. into Kentucky and the genocide committed against native people during the late 1700’s. Performed by fifth grade drama class, Lincoln School, Brookline, MA. 1988.

Another Look at Plymouth Rock, originally Tall Tales, Short Sight. A play about the first encounters between the Wampanoag Indians and the European settlers. Written for and with fourth grade students at the Farragut School in Roxbury and the Runkle School in Brookline participating in the Worlds to Explore Program of Loon and Heron Theatre, in cooperation with Wamsutta Frank James of the Wampanoag nation. Performed 1988.

Awards and Elected Positions

The American Alliance for Theater and Education Distinguished Book Award, 2003, for *Dramatic Changes: Talking About Sexual Orientation and Gender Identity with High School Students through Drama*.

Illinois State University, Service Initiative Award, November 2002.

Central Illinois Higher Education Consortium. Grant to facilitate the establishment of the English Education Community Advisory Board, Feb. 2002.

Member of Chair Search Committee, English Department, Illinois State University, Fall 2002-Spring 2003.

Member of Literacy Search Committee, English Department, Illinois State University, Fall 2002-Spring 2003.

Associate Chair, Gay Straight Educators Alliance (GSEA), National Council of Teachers of English (NCTE) 2002-2003.

Program Chair, Gay Straight Educators Alliance (GSEA), National Council of Teachers of English (NCTE) 2001-2002.

Illinois State University, Diversity Development Initiative Grant of the School of Social Work. Safe Schools Project, 2001-2002.

Illinois State University Research Grant Program, New Faculty Initiative Grant, “Lesbian, Gay, Bisexual, and Trans Issues in the Middle School,” 2000-2001.

New York University, School of Education Women’s Studies Commission Doctoral Dissertation Award. March 1999.

Fellowships and Assistantships

New York University, School of Education, Dept. of Teaching and Learning, Teaching Fellow. Fall 1994-Spring 1995.

New York University, Expository Writing Program, Graduate Teaching Assistant. Spring 1992-Fall 1994.

Emerson College, Dept. of Theatre Education, Graduate Assistant/Education Director, Spring-Summer 1988.

Professional Affiliations

Association for Supervision and Curriculum Development (ASCD); International Federation of Teachers of English (IFTE); National Council of Teachers of English (NCTE); Conference on College Composition and Communication (CCCC); National Women's Studies Association (NWSA); Parents, Families, and Friends of Lesbians and Gays (PFLAG).