

Sarah Cannon, PhD

Education

North Carolina State University, Raleigh, NC 2011-2016

Degree: Doctor of Philosophy, Curriculum Instruction

Dissertation Title: Exploratory Content Analysis of Candidates' Perspectives on Multicultural Education as Evidenced in their edTPA Portfolios.

Committee: Ruie Pritchard (chair), Hiller Spires, John Lee, & Ivonne Chirino-Klevans

East Carolina University, Greenville, NC 2004-2005

Degree: Masters of Arts in Teaching, Secondary English

University of North Carolina at Greensboro

Degree: Bachelor of Arts, English **2003-2004**

Degree: Bachelor of Arts, Anthropology **1998-2002**

Higher Education Experience

Director of Professional Education

July 2022-current

North Carolina State University

Oversees all components of professional education including, but not limited to: field experiences, Professional Education courses, and licensure requirements for all programs ending in licensure.

Teaching Assistant Professor

Nov. 2018-July 2021

Assistant Director of Professional Education

North Carolina State University

In this position, my job responsibilities include teaching (40%), service (40%), and scholarship (20%). The teaching component consists of coursework in the Teaching and Learning Sciences department (ECI 509/528 and ECI 305, described below) and the management of the Core Courses Sequence. Management of the Core Courses includes not only designing and instructing the actual curriculum, but hiring and supervising multiple graduate students to ensure fidelity across all sections as well as collaboration with faculty from all undergraduate program areas. These courses serve as a major component of our accreditation system as well as multiple gateways through which teacher candidates must pass to comply with state licensing requirements. Additionally, the management of the Core requires close collaboration with P-12 partners as we have recently redesigned the early field experiences in these courses using a

school partnership model.

Other key responsibilities of this position include oversight of edTPA support for candidates and faculty as well as the analysis and reporting of edTPA data to faculty members. In this capacity, I have also become the managing director of our annual

Beginning Teacher Institute, a free professional development opportunity for beginning teachers from across the state. Managing this Institute requires collaboration with multiple faculty and staff as well as P-12 teachers and other educational experts. It is attended by well over 100 teachers each summer.

**Lecturer
edTPA Coordinator**

**Aug. 2016-Nov. 2018
North Carolina State University**

As edTPA Coordinator, I provided edTPA support for both candidates and faculty. This included: designing and maintaining an edTPA website, creating and implementing workshops for candidates, conducting professional development for faculty and staff, serving as the report contact for official scoring, and analyzing data for program improvement. Additionally, I chaired an ad hoc committee of faculty who were tasked with designing edTPA policy for our EPP in advance of the state mandate.

As a lecturer, I taught multiple classes within the Teacher Education and Learning Sciences department. These classes include ECI 307: Teaching Writing across the Curriculum, ECI 450: Methods for Teaching English Language Arts, ECI 509/528: Methods for Teaching English Language Arts (both the middle and secondary candidates). All classes are described below.

University Supervisor

**Jan. 2014-May 2015
North Carolina State University**

In this position, I served as the liaison between the College of Education and cooperating teachers for teacher candidates in secondary English, middle grades English, and middle grades Social Studies. I observed and gave feedback to my supervisees as well as guided them through the edTPA process.

Graduate Assistant

**Aug. 2013-May 2016
North Carolina State University**

This position entailed supporting teacher candidates, faculty, university supervisors, and other stakeholders during a three-year phased-in implementation of the edTPA. Responsibilities included: creation and maintenance of edTPA websites, design and delivery of candidate support, design and implementation of professional development, guest speaking in multiple methods classes, one-on-one assistance for candidates and faculty.

Additionally, as a teaching assistant, I taught ED 204: Introduction to Teaching, which provides

an overview of 21st century teaching to potential teacher candidates. Topics of this course include: gateways to licensure, culturally relevant pedagogy, classroom environment, lesson planning, technology integration, and inclusion.

Courses Taught

ECI 305: Equity and Education

Sections taught: 4

ECI 305 is the undergraduate level course focusing on issues of equity in education and teaching diverse learners. In the past, this course was required by multiple programs across the College of Education; however, because it hadn't been offered for more than five years, most programs removed it from their course requirements. Currently, it is only required by the Middle Grades English Language Arts and Social Studies program area. I collaborated with multiple faculty across program areas to bring this course back. Additionally, I have updated the curriculum and am in the process of submitting it to count as a General Education course. This innovative redesign uses a combination of memoir, literature, sociology, and educational studies to guide students through considering how our identities shape our experiences in schools and how schools can serve to either perpetuate or disrupt societal inequities.

ECI 307: Teaching Writing Across the Curriculum

Sections taught: 1

This course is required for all undergraduate secondary English Language Arts teacher candidates. Most students take it their junior year or the semester before student teaching. It focuses on best practices in teaching writing to high school students.

ECI 450: Methods and Materials in Teaching English

Sections taught: 1

This course is a requirement for student teachers in the secondary English Language Arts undergraduate program. It is taught during the student teaching semester, with several weeks of intense instruction followed by weekly evening meetings. This course covers multiple components of teaching including: getting to know students, writing effective units, understanding standards, classroom management, navigating the student teaching experience, and induction.

ECI 509/528: Methods for Teaching English Language Arts

Sections taught: 4

This course is a required component of the MAT program for English Language Arts. Students who wish to teach in either a middle school or secondary school are required to successfully complete this course. The main focus of this course is on the creation of meaningful units. We emphasize the importance of technology integration, critical thinking, constructivist teaching,

and culturally responsive pedagogy using a backwards design approach to building meaningful curriculum and pedagogy. This class also prepares students for successful edTPA completion. It relies heavily on workshops and modeling of best practices in English Language Arts instruction.

ED 204: Introduction to Teaching in Today's Schools

Sections taught: 4

Sections supervised: 18

This course is required for undergraduates for all programs offered at NC State except Agricultural Education and Elementary Education. These programs include: Mathematics, Science English Language Arts, Social Studies, World Languages, and Technology Education. This course also houses many of our key assessments for accreditation. I began teaching the course as a graduate student and now manage several graduate students who teach the course for me. My major contributions to the course have been infusing more culturally responsive pedagogy and, more recently, revisioning the field experience so that students are all placed at one middle school which demonstrates a strong commitment to students from diverse backgrounds and backs up that commitment with practice and policy throughout the school. This course also includes a service learning component, during which students design and implement their own projects to contribute to the partnership school's community.

ED 311/312: Classroom Assessment Principles and Practices

Sections taught: 2

Sections supervised: 21

This course is a critical component of our Core Course sequence for undergraduates in all programs. It is both by myself and by graduate students, whom I supervise. I recently led a major revision of this course, which included shifting to an emphasis on using data to guide instruction and understanding accountability data. The lab component of this course has shifted from being taught on campus to being taught in the field with one of two partner schools. This partnership model has allowed us to design experiences for our students which allow them to see assessment practices from multiple teachers and gives them the opportunity to see how teachers use data in Professional Learning Communities and School Improvement Team meetings. Additionally, we re-designed the major assessments of the course to provide students with scaffolded experiences to prepare them for the edTPA. The re-engagement lesson, as well as other assignments from the course, serve as key assessments in our accreditation system.

ED 507: Principles of Developing and Interpreting Assessment

Sections taught: 1

This online course is a requirement for all students in the Master's of Arts in Teaching program. This program includes the following areas: Math, Science, English, Social Studies, Special Education, English as an Additional Language, and Elementary Education. This course focuses on the different types of assessments and guides

students through the creation of a variety of assessments, using a backwards design model. Additionally, there is much emphasis on how to avoid bias in assessment to create more equitable experiences for all students.

Professional Experience

edTPA Consultant

**Dec. 2016-current
Contracted Work**

In my capacity as an edTPA consultant, I have provided training sessions and workshops for faculty and/or candidates at the following institutions: North Carolina Central University, the University of North Carolina at Asheville, the University of North Carolina at Charlotte, the University of North Carolina at Wilmington, the University of North Carolina at Greensboro, and Duke University. I have also provided resources for the National Education Association.

Curriculum Development

**Summer 2017 and 2019, Spring 2021
Pathway to Practice**

I contributed to the development of a competency-based, innovative lateral entry program in a grant-funded partnership between North Carolina State University and the University of North Carolina at Chapel Hill. Specifically, in 2017 I helped integrate edTPA across all program areas. In 2019, I specifically wrote the curriculum for Elementary Mathematics. In 2021, I helped revise the existing curriculum to promote the development of anti-racist educators.

P-12 Experience

English Teacher

**Aug. 2021-June 2022
Durham School of the Arts**

Taught English I Inclusion and English III.

English Teacher

**Aug. 2005-July 2013
Garner Magnet High School**

Taught multiple levels of English, including: English I, English III, English IV, Advanced Placement Language and Composition, Cultural Media Literacy, and International Baccalaureate Anthropology. I was the co-founder and sponsor of the International Festival. During this time, I also taught home hospital and wrote curriculum for Wake County's curriculum mapping guide during the transition to Common Core.

Curriculum Designer

**Sep 2011-June 2012
Wake County Public Schools**

Helped create the English I curriculum mapping guide for Wake County Public Schools during

the transition to Common Core State Standards.

Peer-Reviewed Papers

Cannon, S.E., Horne, E.T., & Edgington, C. (2019). Using response to intervention as a model for candidate support in edTPA. In L. Barron (Ed.) *A practical guide for edTPA implementation and success*. Charlotte, NC: Information Age Publishing.

Cannon, S.E. (2018). Multicultural perspectives in secondary English language arts edTPA portfolios. In S. A. Hildebrandt & P. Swanson (Eds.), *Researching edTPA problems and promises: Perspectives from English as an additional language, English language arts, and world language teacher education*. Charlotte, NC: Information Age Publishing.

Horne, E.T., **Cannon, S.E.,** & Monaco, M.K. (2019). Using performance based assessments as part of a quality assurance system for program improvement. In K.K. Winter, H.H. Pinter, & MK Watson (Eds.) *Performance-based assessment in 21st century education*. Hershey, PA: IGI-Global.

Invited Presentations and Panels

Invited Presentation: *Supporting My Teacher Candidate with edTPA or PPAT Completion*. North Carolina Association of Colleges of Teacher Education, July 2020.

Invited Panelist: *Culturally and linguistically responsive pedagogy in practice*. edTPA EPP & P-12 Equity Summit in Macon, GA, February 2019.

Invited Presentation: *What can edTPA portfolios tell us about candidate dispositions for working with diverse students?* edTPA EPP & P-12 Equity Summit in Macon, GA, February 2019.

Invited Presentation: *Remediation and re-takes in edTPA*. Triad edTPA Conference in Greensboro, NC., August 2018

Invited Presentation: *Candidate support*. Triad edTPA Conference in Greensboro, NC., August 2018

Invited Presentation: *Formative Supports for edTPA*. Professional Development at University of North Carolina at Charlotte, May 2018.

Invited Panelist: *Teacher of the year screening*. Hunt Library, Raleigh NC., April 2018.

Invited Presentation: *Using edTPA to combat deficit thinking*. North Carolina New Teacher Support meeting in Chapel Hill, NC., February 2018.

Invited Presentation: *Book discussion of Hillbilly Elegy*. Read Smart, Raleigh NC, April 2016.

National Presentations

Roberts, C. E., & **Cannon, S.E.** (2020). *Using current events to address inequities and ignite activism beyond the ballot box*. National Association of Multicultural Education virtual conference.

Cannon, S.E., Horne, E.T., Roberts, C.E., Hutchinson, K., Hutchinson, D., & Strickland, L. (2020). *Don't just talk the talk: Building equitable school partnerships to surround candidates with innovative practices*. American Association of Colleges of Teacher Education in Atlanta, GA.

Reynolds, W.M., & **Cannon, S.E.** (2020). *Exploring equity in the edTPA: Uncommon solutions to common concerns*. American Association of Colleges of Teacher Education in Atlanta, GA.

Cannon, S.E., & Roberts, C.E. (2019). *Creating space and freeing voices: A window for preservice teachers*. National Association of Multicultural Education in Tucson, AZ.

Monaco, M.K., **Cannon, S.E.**, & Horne, E.J. (2019). *Begin with the end in mind: Building an assessment ladder with edTPA*. American Association of Colleges of Teacher Education in Louisville, KY.

Cannon, S.E. (2017). *Beyond the score: Using qualitative data from the edTPA for program evaluation*. National edTPA Implementation Conference in San Jose, CA.

Cannon, S.E., Monaco, M.K., Maher, M.J., & Lys, D. (2017). *The first cut is the deepest: Negotiating a high stakes edTPA cut score*. American Association of Colleges of Teacher Education in Tampa, FL.

Cannon, S.E., Monaco, M.K., Maher, M.J., Horne, E.T., & Baggett, H.C. (2016). *Aligning the stargate: The intersection of university supervisors' perception and independent scoring of candidates' proficiency on the edTPA*. American Association of Colleges of Teacher Education in Las Vegas, NV.

Monaco, M.K., **Cannon, S.E.**, Horne, E.T., & Maher, M.J. (2015) *Program support and candidate proficiency on the edTPA*. North Carolina Association of Colleges of Teacher Education in Raleigh, NC.

Cook, M., Pritchard, R.J., Spires, H.A., Chirino-Klevans, F.I., & **Cannon, S.E.** (2015). *International experiences as professional development for teachers and prospective teachers*.

International Federation for the Teaching of English in Brooklyn, NY.

Cannon, S.E. (2015) *edTPA and NAME – friend or foe: Exploring the implications of performance-based assessment in preparing multicultural educators*. American Association of Colleges of Teacher Education in Atlanta, GA.

Cannon, S.E., Maher, M.J., & Monaco, M.K. (2015). *Rafting the edTPA waters: Lessons in keeping candidates afloat*. American Association of Colleges of Teacher Education in Atlanta, GA.

Local/Regional Presentations

Cannon, S.E., Horne, E.T, Jacobs, L., Reynolds, W.M. (2020). *From parasitic to symbiotic: Developing early field experience partnerships*. North Carolina Association of Colleges of Teacher Education, virtual conference.

Horne, E.T., **Cannon, S.E.**, & Reynolds, W.M. (2020). Putting the pieces together: Creating a cohesive EPP key assessment program tied to standards. North Carolina Association of Colleges of Teacher Education, virtual conference.

Reynolds, W.M., Horne, E.T., & **Cannon, S.E.** (2020). *But what are you really measuring? Developing a process for validating EPP key assessment rubrics*. North Carolina Association of Colleges of Teacher Education, virtual conference.

Brown-Parker, K., Fogle, L., & **Cannon, S.E.** (2019). *Making TPACK more accessible to candidate teachers through digital Blooms and the North Carolina DLCs*. North Carolina Association of Colleges of Teacher Education in Raleigh, NC.

Winzeler, A., **Cannon, S.E.**, & Reynolds, W.M. (2019). *Supporting alternative licensure candidates in edTPA*. North Carolina Association of Colleges of Teacher Education in Raleigh, NC.

Brown-Parker, K., Horne, E.T., **Cannon, S.E.**, & Roberts, C.E. (2018) *Digital done right: Using state accountability competencies to drive technology integration*. North Carolina Association of Colleges of Teacher Education in Raleigh, NC.

Monaco, M.K. **Cannon, S.E.**, & Horne, E.T. (2018). *Using edTPA as the first rung in the vertical alignment ladder*. North Carolina Association of Colleges of Teacher Education in Raleigh, NC.

Cannon, S.E. & Horne, E.T. (2017) *It takes a village: A multi-tiered approach to candidate support in edTPA*. North Carolina Association of Colleges of Teacher Education in Raleigh, NC.

Cannon, S.E., Maher, M.J. & Horne, E.T. (2017) *Decoding the edTPA's impact on the classroom*. The Collaborative Conference for Student Achievement in Greensboro, NC.

Cannon, S.E. (2016) *Unpacking the edTPA: A beginner's guide*. North Carolina Association of Colleges of Teacher Education in Raleigh, NC.

Cannon, S.E., Horne, E.T., Maher, M.J., & Monaco, M.K. (2016) *With a little help from my friends: A multi-tiered approach to candidate support in edTPA*. North Carolina Association of Colleges of Teacher Education in Raleigh, NC.

Monaco, M.K., **Cannon, S.E.,** Maher, M.J., Lys, D., & Horne, E.T. (2016) *One step forward, two steps back: Setting an edTPA cut score*. North Carolina Association of Colleges of Teacher Education in Raleigh, NC.

Horne, E.T & **Cannon, S.E.** (2016) *Beyond the wide-lens: Using targeted reflections to address equity in early field experiences*. North Carolina Association of Colleges of Teacher Education in Raleigh, NC.

Cannon, S.E. (2016). *Balancing the scales: An exploration of the conflict of standardization and diversity in assessment of pre-service teachers*. NCSU Graduate School Symposium in Raleigh, NC. (Poster Session).

Watson, T. & **Cannon, S.E.** (2012). *Alouds!!: Read-aloud & write aloud as instructional tools in middle and high school*. North Carolina English Teachers Association in Charlotte, NC.

Service

North Carolina Association of Colleges of Teacher Education Diversity, Equity, and Inclusion Special Interest Group

(Steering Committee 2020-Present; Co-chair 2021-22)

This Special Interest Group works to highlight the issues surround diversity, equity, and inclusion for teacher preparation programs across the state of NC.

Anti-Racist Education Task Force (Member, 2020-2021)

As an invited member of this College-wide initiative, we have been tasked to foster our college's development towards embodying anti-racist ideas. In addition to serving as a member on the Task Force, I am the lead for the working group that is aiming to specifically work within

our initial licensure programs to develop anti-racist educators.

**Southeastern Regional edTPA Implementation Conference
(Chair, 2016-2017)**

In fall of 2016, I began the process of organizing a regional edTPA conference. This process began with choosing a date, a venue, a theme, collaborating with SCALE and Pearson, recruiting and organizing a planning committee, organizing a call for proposals and subsequent evaluation of those proposals, overseeing the schedule, and coordinating with our business office as well as outside vendors.

**Beginning Teacher Institute Planning Committee at NC State University
(Managing Director, 2017-present)**

The Beginning Teacher Institute is an annual, free professional development opportunity for any beginning teacher in North Carolina. As the director of this institute, I collaborate with marketing, P-12 partners, faculty, staff, and outside vendors to organize this event, which serves approximately 150 BTs a year. I oversee every step of the organization of this event from choosing a venue and date, to recruiting speakers, creating the schedule, ordering food, communicating with participants, and evaluating the program's effectiveness.

Common Reading Committee (Member, 2017-present)

Each year, our college organizes a series of discussions for freshmen regarding the University's Common Read. This committee helps craft the protocols and topics for the discussions as well as organizes an annual Social Justice Symposium related to the Common Read's themes.

edTPA ad hoc Committee (Chair, 2015-present)

The edTPA ad hoc Committee consists of faculty from multiple programs and colleges who work together to craft NC State's edTPA policy. We set an initial cut score in advance of state policy and have crafted remediation plans at various levels of implementation.

Committee on Professional Education (ex officio, 2018-present)

As an ex officio member of PEC, I organize all meetings, which involves coordination with P-12 partners. This group works to update our professional education policies based on state policy, accreditation, and current trends in education. The PEC makes recommendations to CEPC (below), who ultimately decide the policies at the institution.

Council of Education Program Coordinators (ex officio 2013-present)

As an ex officio member of CEPC, I update and advise program coordinators on all

components of my work as Assistant Director of Professional Education including: edTPA data and policy, Core Courses updates, and policy recommendations from PEC.

Editorial Advisory Board for *Performance-Based Assessments in 21st Century Education*, 2018-2019.

Reviewer, 2019 National Association of Multicultural Educators Conference.

Reviewer, 2019 American Association of Colleges of Teacher Education Conference.

Awards

Department of Curriculum, Instruction, and Counselor Education Graduate Student Travel Support Monetary Award, 2015

Borchardt Fellowship Scholarship for Study Abroad in England, 2011

Memberships

National Association of Multicultural Education American

Association of Colleges of Teacher Education edTPA

National Academy of Consultants