

## **Niralee Patel-Lye**

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### **Education**

#### **Ed.D. Educational Leadership, Southern Connecticut State University, May 2013**

Concentration: Administration and Supervision

Certified in Intermediate Administration and Supervision

- State of Connecticut Administrative Certification (092)

Dissertation: Small Learning Communities: Social and Cultural Capital in an Urban, Comprehensive High School

GPA: 3.83

#### **M.S. Educational Leadership, Central Connecticut State University, December 2006**

Concentration: Administration and

Supervision GPA: 3.95

#### **B.S.Ed. Education, Central Connecticut State University, May 2005**

Concentration: French

Certified as World Language Instructor

- Elementary Level (101)
- French, Grades 7-12 (018)

Recipient of Connecticut Minority Teacher Grant

Kappa Delta Pi International Honor Society in Education

Alpha Lambda Delta National Honor Society

Golden Key International Honour

Society GPA: 3.89

#### **B.A. Biology, State University of New York at Albany, May 2001**

Concentration: French and English

### **Post-Secondary Teaching Experience**

#### **Multicultural Education, Equity & Social Justice, University of Connecticut**

August 2020-Present

- An undergraduate level course that introduces prospective teachers in the Neag School of Education's Integrated Bachelor's/Master's teacher education program to multicultural education, focusing particularly on the United States context. This course provides opportunities for students to explore how anti-racist and justice-oriented education challenges these inequities and the various forms of discrimination, oppression, and violence in schools and society by not only creating conditions for the celebration of diversity, but, more importantly, by taking an active anti-oppressive and critical stance towards teaching and learning. It provides future educators with critical lenses to establish a theoretical grounding to develop and engage practices to partner with students and communities to achieve greater equity in school and society. Students will examine and apply these lens and practices through discussions, reflection, analyses of schooling structures and practices, examination of their own positionalities, and inquiry based projects.

**Pre-Student Teaching Seminar, University of Connecticut**

August 2020-Present

- A graduate level course for pre-student teachers as emerging educational professionals to dialogue with colleagues concerning issues that arise from clinical placements. Critical dialogue concerning issues brought to light through readings and the pre-teaching experience will drive the class.

**Multicultural Literacy in the Elementary School, University of Connecticut**

January 2020-May 2020

- A graduate level course created to help aspiring elementary school teachers plan high-quality multicultural literacy curricula. The course builds upon the junior year knowledge of multicultural curriculum and literacy by focusing on models of multicultural curriculum design, curriculum examples, literacy programs in schools. The course supports students in applying this knowledge to critique curriculum for its representation of different socio-cultural groups, points of view, relationship to specific communities of students, and ideology. In short, the focus of this course is on the classroom as a cultural space and on literacy as a cultural act.

**Multicultural Education, University of Connecticut**

January 2020-May 2020

- A graduate level course that engages teacher interns and doctoral students from across the university in knowledge construction about, and critical analysis of, the development and possibilities of multicultural education in the United States. It explores implications and applications of multicultural education for students, teachers, schools, and community stakeholders. Inquiry into the role of identity and its relationship to cultural contexts, social class, race, religion, gender, ability, language, and history are central in considering how multicultural education reframes the purposes, processes, and possibilities of schooling and teaching.

**Analysis of Teaching, University of Connecticut**

January 2020-May 2020

- An undergraduate level seminar course that is designed to support student teachers in their student teaching experiences by providing a forum in which to discuss, reflect on, and refine their teaching practices. Issues addressed in the course include edTPA, the act of teaching, the role of professional development, and the role of educators in the community.

**Policy, University of Bridgeport**

January-May 2020

- A doctoral course that focuses on analyzing how policies shape education. The course focuses on a review of policies that have impacted P-12 and post-secondary schools locally, nationally, and internationally. Emphasis is placed on the educational policies, regulations, procedures, and practices in schools, school districts, and states, as well as the role (or non-role) of the federal government in policymaking.

**Introduction to Early Childhood Education, Mitchell College**

August 2019-December 2019

- An undergraduate course that introduces the history and philosophy of early childhood education as it is viewed in the context of the home, family, society, and culture. The focus of the course is on introducing students to educational procedures used in facilitating the development of the young child by exploring the role of the teacher, the ECE environment, and appropriate instructional strategies used with young children.

**Program Development and Curricula, University of Bridgeport**

May 2016-December 2019

- A doctoral course that focuses on emerging trends, concepts and practices in the planning, design, and implementation of education programs intended to meet the individual and group needs of learners. Emphasis is placed on the roles and responsibilities of leaders in processes such as school/community educational goal setting, needs analysis, systematic program design, supervision, and staff development.

**Measurement and Metric, Post University**

April 2015-March 2020

- An online graduate course that provides students with an introduction to measurement and metrics and provides an overview of the role of the leader in applying the concepts of data-driven decision-making. Focus is on applying concepts of validity, reliability, ethics, and statistics to measure organizational and programmatic achievement through the use of a strategic planning and applying the SWOT model.

**Thematic Inquiry: Cities and Schools, Connecticut College**

January 2019-May 2019

- An undergraduate course in which students study cultural, political, and economic shifts that have directly impacted the development of urban centers and, as a result, urban education. The focus of the course is on urban elementary and secondary educational institutions in relation to how they are impacted by and how they directly impact power, politics, pedagogy, and practices in urban education and educational policy, including the rise of privatization and alternative methods of teacher preparation. The course begins with New York City, Chicago, and New Orleans. It then highlights New London and Hartford in order to encourage students to orient themselves and their personal experiences and to probe how this all came to be in the state of Connecticut. Students develop their own academic plans focused on animating questions that reflect their own interests related to cities and schools. They then pursue coursework that enables them to meaningfully engage in deeper understanding of topics related to their animating questions. A community project based on the animating question is required prior to senior year. In the senior year, the community project is showcased.

**AIDS, Drug Prevention, & Conflict Resolution, Connecticut College**

August 2018-May 2019

- An undergraduate course focused on aspiring educators, social workers, psychologists, and others interested in human services. The course focuses on current topics related to positive youth development and pedagogy, as well as issues of concern in public schools. Students focus on social-emotional learning, positive

discipline, restorative practices, bullying, conflict resolution, culturally relevant pedagogy, school and classroom culture and climate, trauma informed schooling, issues faced by LGBTQ teachers and students, as well as risk factors related to drugs and alcohol. All topics are covered with an anti-racist perspective focused on addressing issues of inequity. Students also participate in training for bloodborne pathogens and mandated reporting.

**Workshop in Curriculum Development, University of Bridgeport** May 2016-December 2018

- A doctoral course that focuses on study and development of models for curriculum design at all levels of education. Emphasis is placed upon the planning and monitoring of curriculum plans in educational settings.

**Foundations of Education, Connecticut College** August 2018-December 2018

- An introductory education course in which students are introduced to the notion of schools and education as reflections of political struggle. Students examine American education and theories of education through the historical, political, economic, sociological, and ideological lenses. Students also complete a minimum of 20 hours in a classroom in New London.

**Constitutional Law, University of Bridgeport** January 2017-August 2018

- A doctoral course that examines status and functions of educational institutions and personnel relative to their legal rights and responsibilities. The class focuses on a comprehensive understanding of the Constitution, statutory law, court decisions, and policies that govern the various educational systems (P-12 and post-secondary) of the United States.

**Student Teaching Seminar, University of Saint Joseph** November 2017-May 2018

- A weekly seminar addressing areas of growth and concern for teacher candidates at the graduate and undergraduate levels.

**Leadership Development, Southern Connecticut State University** August 2014-May 2015

- A post-Masters course for aspiring educational leaders that is based on the premise that effective school leaders are both human relations specialists, as well as task specialists. Focus is on the development of relationship- building skills, accurate and empathetic listening, effective confrontation, conflict management and decision-making/problem solving skills.

**Learning Theory into Practice, Southern Connecticut State University** May 2014-May 2015

- A post-Masters course for aspiring educational leaders that focuses on leveraging principles of learning derived from developmental, behaviorist, and cognitive field theories to lead schools, evaluate teachers, and provide effective professional development.

**Supervising Internship II, Southern Connecticut State University**

January 2015-May 2015

- A post-Masters internship for aspiring educational leaders to develop the candidate's competence in creating change in accordance with the human, conceptual, and technical skills learning in prior courses.

**Supervising Internship I, Southern Connecticut State University**

August 2014-December 2014

- A post-Masters internship for aspiring educational leaders to develop the candidate's competence in creating change in accordance with the human, conceptual, and technical skills learning in prior courses.

**Introduction to Research in Human Services, Goodwin College**

August 2014-December 2014

- An undergraduate course that provides an introduction to quantitative and qualitative research methodologies. Students evaluate existing research and plan and conduct their own research in human services. Students learn to prepare, plan, utilize research methods, organize and conduct their own research studies on significant human service issues.

**Post-Secondary Work Experience****Associate Director of Teacher Education, TCPCG**

August 2020-Present

University of Connecticut, Hartford, CT

- Working with faculty and staff to support students in clinical placements
- Working closely with the Director of Teacher Education and the Associate Director of Teacher Education for Partnerships to align the TCPCG and IB/M programs
- Working with the Dean's Office and the Director of Teacher Education to expand certification program offerings at Avery Point
- Supporting student teachers in their clinical sites
- Supporting student teachers with edTPA planning

**Assistant Clinical Professor, Curriculum and Instruction**

January 2019-Present

University of Connecticut, Storrs, CT

- Working with faculty and staff to support students in clinical placements
- Working closely with clinical sites in Manchester elementary schools to revise clinical partnerships
- Working closely with the district facilitator in Manchester to discuss the involvement of students in the district's focus on equity and access
- Supporting student teachers in their clinical sites
- Supporting student teachers with edTPA planning
- Serving on the Master's Redesign Committee
- Serving on the CAEP Committee
- Developed and taught EDCI 5099: Multicultural Literacy in the Elementary School

- Worked with a colleague to submit a letter of inquiry for funding to the Braitmayer Foundation. The proposal creates yearlong professional development for teacher leaders working in hypersegregated predominantly white school districts in Connecticut that are seeing increasing student diversity.

**edTPA National Scorer, World Language (French)**

January 2019-December 2019

Pearson Education, California

- Remote position assessing edTPA portfolios of aspiring world language teachers across the country
- Participated in national professional development
- Participated in national assessment calibration

**Adjunct Professor, Early Childhood Education**

August 2019-December 2019

Mitchell College, New London, CT

- Developed and taught ED110: Introduction to Early Childhood Education

**Assessment Coordinator and Certification Officer**

August 2018-December

2019 Connecticut College, New London, CT

- Taught EDU 103 (fall and spring semesters)
- Served as edTPA Coordinator and coordinator of CAEP accreditation
- Worked with CSDE on policies and regulations for aspiring educators
- Member of the Education Department Curricular Revision Committee
- Developed clinical partnerships with New London Public Schools

**Adjunct Professor, Hybrid Doctoral Program**

May 2016-May 2020

University of Bridgeport, Bridgeport, CT

- Developed and taught online EDLD 804: Constitutional Law
- Developed and taught online EDLD 801: Curricula Theory and Program Development
- Developed and taught online EDLD 651: Curriculum Development and Implementation
- Developed and taught online EDLD 806: Policy
- Participated in Doctoral Residency Week to share research (2016, 2017, 2018, and 2019)
- Served as dissertation advisor on five students' dissertation committees
- Served as chair for two students' dissertation committees

**Associate Faculty, Masters in Education**

April 2015-March 2020

Post University, Waterbury, CT

- Taught EDU 515: Measurement and Metric via Blackboard

**Director of Clinical Experiences and Student Teaching**

November 2017-August 2018

University of Saint Joseph, West Hartford, CT

- Taught Student Teaching Seminar (fall and spring semesters)
- Developed yearlong clinical experiences in schools
- Developed memoranda of understanding and clinical partnerships with various districts
- Served on School of Education Program Directors Committee
- Trained university supervisors on edTPA
- Chair of CAEP Standard 2

- Conducted professional development for university supervisors
- Facilitated student teaching and clinical placements

**Subject Matter Expert, Masters in Education**

May 2016-August 2016

Post University, Waterbury, CT

- Revised curriculum for EDU 515: Measurement and Metric
- This is a position that only comes available during curricular revision

**Visiting Assistant Professor, Educational Leadership and Policy**

August 2014-May 2015

Southern Connecticut State University, New Haven, CT

- Taught EDL 681: Leadership Development
- Taught EDL 684: Learning Theory into Practice
- Taught EDL 687: Internship I and supervised interns across the state
- Taught EDL 688: Internship II and supervised interns across the state
- Integrated the use of BlackBoard to facilitate discussions and sharing of materials in all courses
- Participated in the New Faculty Mentoring Program

**Adjunct Professor, Human Services**

August 2014-December 2014

Goodwin College, East Hartford, CT

- Taught HSR 210: Introduction to Research in Human Services
- Guided students through an introductory action research project
- Collaborated with students to create survey questions to facilitate quantitative and qualitative data collection for their studies
- Integrated the use of BlackBoard to facilitate office hours, discussions, and sharing of resources related to research in human services

**Adjunct Professor, Educational Leadership and Policy Studies**

May 2014-August 2014

Southern Connecticut State University, New Haven, CT

- Taught EDL 684: Learning Theory into Practice, for the East Lyme Cohort in the Sixth Year Program
- Integrated the use of BlackBoard 9 to facilitate out of class discussions
- Created discussion prompts to encourage students to apply learning theory to leadership
- Aligned the syllabus and content of the course with the Common Core of Leading and the Connecticut Administrator Test

**Secondary Teaching and Leadership Experience**

**French Teacher**

August 2017 -November 2017

Metropolitan Learning Center, Bloomfield, CT

- Taught French in Grades 6, 7, and 8
- Updated IB French curriculum to align with Spanish

**French Teacher**

August 2015-June 2017

Waterford High School and Clark Lane Middle School, Waterford, CT

- Taught French in Grades 6, 7, and 8, as well as at levels 3 Advanced, 3 Honors, 4 Advanced, 4 Honors, 5 Advanced, and Advanced Placement at the high school
- Worked with Department Chair to create a new French course: Introduction to French Culture and write its curriculum

- Led a committee of teachers to explore best practices in other schools in order to create a PLC teacher handbook to meet the needs identified by teachers
- Served on district PLC Committee and district Leadership Academy

### **World Language Department Chair, Teacher Evaluator**

August 2011-June

2014 Edwin O. Smith High School, Storrs-Mansfield, CT

- Evaluated and supported teachers in need of additional support
- Served on Teacher Evaluation Plan Committee and Teacher Evaluation Plan Rubric Subcommittee
- Evaluated teachers formally and informally, worked extensively with administrator to complete formal evaluations of teachers
- Coordinated incorporation of Common Core State Standards into the curriculum for each level of each language
- Collaborated with French teachers from all feeder schools to create and implement a series of horizontally and vertically aligned summative and formative assessments which incorporated Common Core State Standards and also aligned with ACTFL standards
- Mentored and supervised Fifth-Year and Junior Interns
- Coordinated Professional Learning Communities/Data Teams
- Researched, piloted, and implemented various technology and web 2.0 tools for instructional use (Moodle, Wikispaces, Voki, Blabberize, Prezi, StoryBird, GoogleApps, Blackboard, etc.)
- Prepared and managed budget, including presentations to the Board of Education
- Class of 2016 co-advisor
- TEAM mentor and TEAM reviewer

### **French Teacher**

August 2005-June 2011

Warren Harding High School, Bridgeport, CT

- Taught and developed curricula for French I, II, III, IB III, IB IV
- Served as World Language Coordinator (September 2010-June 2011)
- Served as International Baccalaureate Programme Coordinator and tripled applications to the program but doubled the number of incoming students in the program (September 2008 to June 2010)
- Served as Saturday Academy teacher (September 2009 to June 2010)
- Served as Teacher, Lead Teacher, and Facilitator in the Alternative Digital Evening Program (September 2006 to June 2009)
- Served as Lead Teacher and Conflict Facilitator in the Alternative Digital Classroom pilot (September 2007 to June 2008)
- Served as lead teacher on French curriculum revision for district (2009-2011)
- Served as Co-chair of the Mission and Expectations Committee for NEASC (visit did not occur to due restart)
- Created and led the data teams for World Language and IB to look for trends and to determine areas of change in curriculum and instruction to curriculum and instruction (July 2006 to July 2010)
- Conducted various professional development sessions at the district level



- Distinguished Teacher Award (2008-2009, 2009-2010)

### **Service to the Community**

**Patel-Lye, N.** and Jimenez-Sims, V. (Summer 2020-June 2021). *Building Teacher and Staff Capacity to Create and Lead Culturally and Linguistically Responsive and Equitable Curricula*. Regional School District 17 at the request of Dr. Holly Hageman, Superintendent.

### **Funding**

**Patel-Lye, N.** and Jimenez-Sims, V. (2020, March). Letter of Inquiry. *Building Capacity for Creating Culturally and Linguistically Responsive Learning Spaces*. Braitmayer Foundation.

### **Publications**

**Patel-Lye, N.** (2020, March 12). *Would we evaluate a lawyer or doctor from a three-minute video clip?* CT Viewpoints. CT Mirror.

**Patel-Lye, N.** (2013). *Small Learning Communities: Social and Cultural Capital in an Urban, Comprehensive High School*. ProQuest

### **Research Submitted**

#### **Journal Articles**

Britton, C. D., Gladding, R., and **Patel-Lye, N.** (2018, May). Adolescent Development of a Concept of Other: The Efficacy of Efforts to Reduce Racial Isolation in Hyper-Segregated White Public High Schools in Connecticut. Manuscript submitted and in revision.

Britton, C. D., Gladding, R., and **Patel-Lye, N.** (Invited manuscript) (2017, December). The Efficacy of Efforts to Reduce De Facto Segregation in Hyper-Segregated White and Hyper-Segregated Minority Connecticut Public Elementary Schools. Manuscript submitted to *Journal of Teacher Education*.

### **Research in Preparation**

#### **Journal Articles**

**Patel-Lye, N.** and Gregory, J. Choice and Modern Day Segregation in an Urban High School. Manuscript in preparation.

**Patel-Lye, N.** The impact of edTPA on first generation college students (working title). Manuscript in preparation.

#### **Book Chapters**

**Patel-Lye, N.** and Gregory, J. Education as a political act: The unfulfilled promise of smaller learning communities to urban children. Manuscript submitted.

### **Presentations, Posters, and Papers**

#### **Presentations**

**Patel-Lye, N.** (2019, August). *Racial Isolation, Choice, and Segregation in Secondary Magnet Schools*. Paper presented at University of Bridgeport Doctoral Residency Week.

**Patel-Lye, N.** (2018, August). *Motivation, Metacognition, and Student Outcomes in a Secondary Magnet Program*. Paper presented at University of Bridgeport Doctoral Residency Week.

**Patel-Lye, N.** (2017, April). *Professional Learning Communities as Methods for Improving Teacher Practice*. Paper presented at Waterford Public Schools Leadership Academy.

**Patel-Lye, N.** (2017, August). *Small Learning Communities and Educational Equity*. Paper presented at University of Bridgeport Doctoral Residency Week.

**Patel-Lye, N.** (2016, August). *Social Capital, Cultural Capital, and Educational Choice*. Paper presented at University of Bridgeport Doctoral Residency Week.

**Patel-Lye, N.** and Gregory, J. (2015, October). *The Illusion of Choice: Small Learning Communities in an Urban Setting*. Paper presented at the Center for Scholastic Inquiry Conference.

**Patel-Lye, N.** and Gregory, J. (2015, April). *Smaller but Still not Equitable: Smaller Learning Communities in an Urban High School*. Paper presented at New England Educational Research Organization Conference.

Hesser, T., Gregory, J., and **Patel-Lye, N.** (2015, April). *An Examination of Motivation and Metacognitive Awareness in College-Ready Versus Underprepared Students*. Paper presented at New England Educational Research Organization Conference.

**Patel-Lye, N.** and Gregory, J. (2014, October). *Small Learning Communities: Separate but Not Equal*. Paper presented at Transformative Research Educators for Democracy Conference.

**Patel-Lye, N.** (2012, November). *Engaging the Digital Language Learner*. Paper presented Connecticut Organization of Language Teachers Conference.

### **Poster Presentation**

**Patel-Lye, N.** and Gregory, J. (2014, April). *Index of Behavioral Performance: Administrators' Perceptions of Students based on Small Learning Community Affiliation*. Poster presented at New England Educational Research Organization Conference.

### **Oral Presentations**

**Patel-Lye, N.** (2020, February 17). *edTPA in World Language*. Presented to Michele Back's student teachers.

**Patel-Lye, N.** (2020, January). *edTPA Task 2: Deepening Student Learning*. Neag Student Teaching Orientation.

**Patel-Lye, N.** (2011, April). *Student Access to Social and Cultural Capital: Small Learning Communities in an Urban Comprehensive High School*. Roundtable at New England Educational Research Organization Conference.

**Patel-Lye, N.** (2010, November). *Differentiated Instruction in the World Language Classroom*. Presented at professional development at Bridgeport Public Schools.

**Patel-Lye, N.** (2009, August). *Integrating Reading into the World Language Curriculum*. Presented at professional development at Bridgeport Public Schools.

**Patel-Lye, N.** (2008, November). *Common Formative Assessments in the World Language Classroom*. Presented at professional development at Bridgeport Public Schools.

### **Academic Service**

<b>CAEP Committee Member, UConn</b>	May 2020-Present
<b>Master's Redesign Committee Member, UConn</b>	January 2020-Present
<b>Dissertation Chair, University of Bridgeport</b>	August 2019-Present
<b>CAEP Coordinator</b>	July 2018-December 2019
<b>edTPA Coordinator</b>	December 2017-December 2019
<b>Dissertation Committee Member, University of Bridgeport</b>	December 2017-May 2020

<b>USJ Chair of Standard 2, Council for the Accreditation of Educator Programs</b>	January 2018-August 2018
<b>USJ School of Education Program Directors Committee</b>	December 2017-August 2018
<b>Connecticut Administrator Test Scorer, CSDE</b>	October 2014-Fall 2017
<b>Member of Committees, Educational Leadership and Policy, SCSU</b> Curriculum Committee, Ed.D. Committee, and Standards and Appeals	August 2014-May 2015
<b>Dissertation Committee Member, SCSU</b> The impact of embedded support for underprepared students in a college chemistry course.	July 2014- April 2015

**Editorial Activities**

<b>Reviewer for Journal of Teacher Education</b>	May 2018
<b>Reviewer for NEERO 2017 Conference</b>	Fall 2016
<b>Editorial Advisory Board Member</b> Literacy Program Evaluation and Development Initiatives for P-12 Teaching	September 2015-October 2015
<b>Reviewer for NEERO 2016 Conference</b>	Fall 2015
<b>Discussant, Paper Session: Accountability at NEERO 2015</b>	April 2015
<b>Reviewer for NEERO 2015</b>	Fall 2014

**Affiliations/Memberships**

<b>Text and Academic Authors Association</b>	December 2014-Present
<b>American Education Research Association</b>	July 2013-Present
<b>American Association of French Teachers</b>	March 2012-Present
<b>New England Educational Research Organization</b>	October 2010-Present
<b>American Council on the Teaching of Foreign Languages</b>	September 2005-Present
<b>Connecticut Council of Language Teachers</b>	March 2012-Present
<b>Coordinators of Foreign Languages in Connecticut</b>	September 2011-June 2019









