

**Dr. Elizabeth Meadows**

Associate Professor, Elementary Education  
 Roosevelt University  
 430 S. Michigan Avenue  
 Chicago, IL 60605  
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**Education**

Ph. D. *University of Chicago*, Department of Education, Curriculum and Instruction, "Teachers Discuss Dewey and Connect His Ideas about Experience and Art to Education," Doctoral Dissertation. 1998.

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

B.A. *St. John's College*, Liberal Arts. 1985.

**College and University Experience**

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| 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      | Graduate teaching assistant, University of Chicago.  |

**Courses Taught**

*Roosevelt University:*

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| 2022, Fall | Becoming a Social Justice Educator EDUC 101                      |
| 2022, Fall | Child & Adolescent Learning, Motivation and Development EDUC 402 |
| 2022, Fall | Child & Adolescent Learning, Motivation and Development EDUC 202 |
| 2022, Fall | Foundations & Community SPED 401                                 |

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| 2022, Fall   | Foundations & Community SPED 301                                 |
| 2022, Fall   | Foundations & Community ELED 401                                 |
| 2022, Fall   | Foundations & Community ELED 301                                 |
| 2022, Spring | Child & Adolescent Learning, Motivation and Development EDUC 402 |
| 2022, Spring | Child & Adolescent Learning, Motivation and Development EDUC 202 |
| 2022, Spring | Individual Coaching & Field Experience 2 ELED 428                |
| 2022, Spring | Individual Coaching & Field Experience 2 ELED 328                |
| 2022, Spring | Child Learning, Motivation and Development SPED 402              |
| 2021, Fall   | Becoming a Social Justice Educator EDUC 101                      |
| 2021, Fall   | Child & Adolescent Learning, Motivation and Development EDUC 202 |
| 2021, Fall   | Foundations & Community SPED 401                                 |
| 2021, Fall   | Foundations & Community SPED 301                                 |
| 2021, Fall   | Foundations & Community ELED 401                                 |
| 2021, Fall   | Foundations & Community ELED 301                                 |
| 2021, Summer | Child & Adolescent Learning, Motivation and Development EDUC 402 |
| 2021, Summer | Child & Adolescent Learning, Motivation and Development EDUC 202 |
| 2021, Spring | Student Teaching in Elementary Education ELED 470                |
| 2021, Spring | Individual Coaching & Field Experience 2 ELED 428                |
| 2021, Spring | Student Teaching in Elementary Education ELED 370                |
| 2021, Spring | Individual Coaching & Field Experience 2 ELED 328                |
| 2020, Fall   | Coaching & Field Experience 3 ELED 448                           |
| 2020, Fall   | Individual Coaching & Field Experience 1 ELED 403                |
| 2020, Fall   | Foundations & Community ELED 401                                 |
| 2020, Fall   | Coaching & Field Experience 3 ELED 348                           |
| 2020, Fall   | Individual Coach & Field Experience 1 ELED 303                   |
| 2020, Fall   | Foundations & Community ELED 301                                 |
| 2020, Fall   | Becoming a Social Justice Educator EDUC 101                      |
| 2020, Spring | Student Teaching in Elementary Education ELED 470                |
| 2020, Spring | Individual Coaching & Field Experience 2 ELED 428                |
| 2020, Spring | Student Teaching in Elementary Education ELED 370                |
| 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 ELED 403                |
| 2019, Fall   | Coaching & Field Experience 3 ELED 348                           |
| 2019, Fall   | Individual Coach & Field Experience 1 ELED 303                   |
| 2019, Fall   | Becoming a Social Justice Educator EDUC 101                      |
| 2019, Spring | Individual Coaching & Field Experience 2 ELED 428                |
| 2019, Spring | Field Experience II ELED 328                                     |

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| 2019, Spring | Career Coaching for Educators EDUC 003  |
| 2018, Fall   | Becoming a Social Justice Educator EDUC 101                                     |
| 2018, Fall   | First-Year Success  |
| 2018, Fall   | Foundations of Education, Family and Community                                  |
| 2018, Fall   | Field Experience and Individual Coaching 1                                      |
| 2018, Spring | ACP 110: Primary Texts (with College of Education and university-wide freshmen) |
| 2018, Spring | Career Coaching for Educators EDUC 003  |
| 2017, Fall   | Career Coaching for Educators EDUC 003  |
| 2017, Fall   | Becoming a Teacher (Freshman Seminar) ACP 101                                   |
| 2017, Fall   | Student Teaching Seminar and Supervision ELED 366 and ELED 470                  |
| 2017, Spring | Career Coaching for Educators EDUC 003  |
| 2017, Spring | ACP 110: Primary Texts (with College of Education freshmen)                     |
| 2017, Spring | ACP 110: Primary Texts (with university-wide freshmen)                          |
| 2016, Fall   | Student Teaching Seminar and Supervision ELED 366 and ELED 470                  |
| 2016, Fall   | Career Coaching for Educators EDUC 003  |
| 2016, Fall   | Becoming a Teacher (Freshman Seminar) ACP 101                                   |
| 2016, Spring | Pre-Student Teaching, ELED 361  |
| 2016, Spring | Career Coaching for Educators EDUC 003  |
| 2016, Spring | Primary Texts ACP 110   |
| 2015, Fall   | Career Coaching for Educators EDUC 003  |
| 2015, Fall   | Student Teaching Seminar and Supervision ELED 366 and ELED 470                  |
| 2015, Fall   | Academic Communities of Practice (Freshman Seminar) ACP 101                     |
| 2015, Spring | Primary Texts ACP 110   |
| 2015, Spring | Academic Communities of Practice (Freshman Seminar) ACP 101                     |
| 2015, Spring | Student Teaching Seminar and Supervision ELED 366                               |
| 2015, Summer | Teaching Social Studies in the Elementary School 427                            |
| 2015, Fall   | Student Teaching Seminar and Supervision ELED 366                               |
| 2015, Fall   | Career Coaching for Educators EDUC 003  |
| 2015, Fall   | Academic Communities of Practice (Freshman Seminar) ACP 101                     |
| 2014, Spring | Student Teaching Seminar and Supervision ELED 366                               |
| 2014, Spring | Pre-Student Teaching, ELED 361(2 sections)                                      |
| 2014, Spring | Academic Communities of Practice 101 (Freshman Seminar) ACP 101                 |
| 2014, Fall   | Academic Communities of Practice (Freshman Seminar) ACP 101                     |
| 2014, Fall   | Career Coaching for Educators EDUC 003  |
| 2014, Fall   | Student Teaching Seminar and Supervision (2 Sections) ELED366                   |
| 2014, Summer | Teaching Social Studies in the Elementary School, ELED 427                      |
| 2013, Fall   | Academic Communities of Practice (Freshman Seminar) ACP 101                     |
| 2013, Fall   | Academic Communities of Practice (Freshman Seminar) ACP 101                     |
| 2013, Fall   | Pre-Student Teaching, ELED 361(2 sections)                                      |
| 2013, Spring | Teaching Social Studies in the Elementary School, ELED 327                      |
| 2013, Spring | Student Teaching Seminar and Supervision  |
| 2013, Spring | Academic Communities of Practice (Freshman Seminar) ACP 101                     |
| 2012, Fall   | Academic Communities of Practice (Freshman Seminar) ACP 101                     |
| 2012, Fall   | Academic Communities of Practice (Freshman Seminar) ACP 101                     |
| 2012, Fall   | Pre-Student Teaching, ELED 361  |

2012, Summer Teaching Social Studies in the Elementary School, ELED 427  
 2012, Spring Student Teaching Seminar and Supervision (2 sections)  
 2012, Spring Academic Communities of Practice (Freshman Seminar) ACP 101  
 2011, Fall Pre-Student Teaching, ELED 361  
 2001, Fall Foundations of Education, ELED/SPED 405  
 2001, Fall Academic Communities of Practice (Freshman Seminar) ACP 101  
 2011, Spring Inquiry in the Classroom, EDUC 480 (on-line)  
 2011, Spring ELED366/470 Student Teaching Supervision and Seminar  
 2011, Spring Teaching Social Studies in the Elementary School, ELED 327  
 2010, Fall Pre-Student Teaching, ELED 361  
 2010, Fall Foundations of Education, ELED/SPED 405  
 2010, Fall Teaching Social Studies in the Elementary School, ELED 327  
 2010, Summer Teaching Social Studies in the Elementary School, ELED 427 (two sections on-line)  
 2010, Summer Guest Taught in the Roosevelt University Social Justice Institute  
 2010, Spring Teaching Social Studies in the Elementary School, ELED 327  
 2010, Spring Foundations of Education, ELED/SPED 405  
 2010, Spring Teaching Social Studies in the Elementary School, ELED 427 (on-line)  
 2009, Fall Pre-Student Teaching Field Experience, ELED 361  
 2009, Fall Teaching Social Studies in the Elementary School, ELED 327  
 2009, Fall Teaching Social Studies in the Elementary School, ELED 427 (on-line)  
 2009, Spring Pre-Student Teaching Field Experience, ELED 361, Schaumburg  
 2009, Spring Pre-Student Teaching Field Experience, ELED 361, Chicago  
 2009, Spring Teaching Social Studies in the Elementary School, ELED 327  
 2009, Spring Foundations of Education, ELED/SPED 405  
 2008, Fall Pre-Student Teaching Field Experience, ELED 361  
 2008, Fall Teaching Social Studies in the Elementary School, ELED 327  
 2008, Fall Foundations of Education, ELED/SPED 405  
 2008, Fall First Year Seminar, FYS 100  
 2008, Spring Pre-Student Teaching Field Experience, ELED 361  
 2008, Spring Teaching Social Studies in the Elementary School, ELED 327  
 2008, Spring Foundations of Education, ELED/SPED 405  
 2007, Fall Pre-Student Teaching Field Experience, ELED 361  
 2007, Fall Teaching Social Studies in the Elementary School, ELED 327  
 2007, Fall Foundations of Education, ELED/SPED 405  
 2007, Spring Field Experience and Seminar, ELED/SPED 261  
 2007, Spring Foundations of Education, ELED/SPED 405  
 2006-2007 Pre-Student Teaching Field Experience, ELED 361  
 2006, Fall Teaching Social Studies in the Elementary School, ELED 327  
 2006, Fall Inquiry in the Classroom, SPED 480  
 2006, Spring Student Teaching and Seminar in the Elementary School, ELED 366/470  
 2005-2006 Teaching Social Studies in the Elementary School, ELED 327  
 2005-2006 Inquiry in the Classroom, EDUC/SPED 480  
 2004, Fall Teaching Social Studies in the Elementary School, ELED 327  
 2004, Fall Teaching Science in the Elementary School, ELED 325  
 2004, Fall Inquiry in the Classroom, EDUC/SPED 480

2004, Spring Inquiry in the Classroom, EDUC/SPED 480  
 2003-2004 Teaching Science in the Elementary School, ELED 325  
 2003-2004 Teaching Social Studies in the Elementary School, ELED 327  
 2003, Spring Curriculum and Methods for Teaching in the Elementary School, ELED 435  
 2002-2003 Teaching Science in the Elementary School, ELED 325  
 2002-2003 Teaching Social Studies in the Elementary School, ELED 327  
 2002, Fall Student Teaching and Seminar in the Elementary School, ELED 366/470

*Northwestern University:*

2001, Fall MS\_ED 402 Social Contexts of Education  
 2000 MS\_ED413 Problems in the Philosophy of Education  
 1999, Fall MS\_ED 402 Social Contexts of Education  
 1999 MS\_ED413 Problems in the Philosophy of Education  
 1999, Summer MS\_ED235-D07 Reflecting Upon Educational Problems  
 1998 MS\_ED235-D07 Reflecting Upon Educational Problems  
 1998 MS\_ED 406 Research and Analysis in Teaching and Learning I: Discussion and Question Development

*National-Louis University:*

2001, Fall FND 505 Contemporary Issues in Education  
 1998, Fall FND 504 History and Philosophy of Education

*Northeastern Illinois University:*

1999-2000 ELED 329 Student Teaching in Elementary Education

*School of the Art Institute:*

1994 Art Education 5120 Hst/Theories/Phil Am Public Ed  
 1992 Art Education 5120 Hst/Theories/Phil Am Public Ed

*University of Chicago:*

1992 Philosophy of Education

**Advising**

2008-2012 Undergraduate Elementary Education Advisor, Schaumburg Campus  
 Approximately 70-80 students  
 2007-2008 Undergraduate Elementary Education advisor on both campuses  
 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 urban and suburban teachers, "Participating in Democracy: Educating for Human Decency," Northwestern University's Urban and Suburban 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 *Kindergarten Everyday Mathematics* 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. (In process). "Education's responsibility in a democracy: helping people understand their privilege and prejudices and take responsibility for co-creating a world that works well for everyone"

Meadows, E. (2019). "What is a democracy and what does education in a democracy need to be, according to John Dewey?" In P. Jenlink & C. Lowery (Eds.), *The Handbook of Dewey's Theory and Practice in Education*. 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? *Roosevelt University's Magazine*, 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 the United States today: Dewey's ideas reconsidered. *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 John Dewey's and their own ideas about education, art and experience. *Teacher Education and Practice*, (19) (4), 455-471.

Meadows, E. (2006). Preparing teachers to be curious, open-minded, and actively reflective: Dewey's ideas reconsidered. *Action in Teacher Education, Teaching for Democracy*, 28 (2), 4-14.



Meadows, E. (2006). Why I am at Roosevelt University. In *Memories of the first 60 years: a Festschrift in honor of Roosevelt University* (pp. 219-220). Chicago, IL: Roosevelt University.

Meadows, E. (2006). What can we learn from how Socrates dominates Thrasymachus in Plato's *Republic*? *Paideusis*, 15 (1), 87-94.

Meadows, E., Burney, N., Carter, A., & Phillion, T. (2005). Cultivating democratic learning communities in a metropolitan environment: Roosevelt University's department of teacher preparation. In P. Jenlink & K. Embry Jenlink (Eds.), *Portraits of teacher preparation: Learning to teach in a changing America* (113-131). Lanham, MD: Rowman and Littlefield Education.

Meadows, E., & Ryan, D. (2002). Giving voice, a tribute and a call: A tribute to the powerful commitment of our pre-service teachers to value all of their students in all aspects of their diversity and a call to teacher educators to help pre-service teachers enact their commitment. *Democracy and Education*, 14 (4), 75-78.

### **Presentations**

Meadows, E. (2020) "Helping Build a Racially Just World: One teacher educator's journey," Facing my Whiteness and White Privilege in order to better serve and teach Pre-K-12 students and how White teacher candidates can take responsibility for their privileges and build towards a racially-just world. Sponsored by the Office of Student Research at Roosevelt University, September 25, 2020.

Meadows, E. (2019) "Teacher educators and preK-12 teachers need to learn about our own white privilege and take responsibility for it in order to help build a more racially just world: One teacher educator's journey." 2019 Critical Questions in Education Symposium, in Chicago, IL, November 11-12

Meadows, E. (2018) "In order to resuscitate a Deweyan democracy in the U.S. today, education needs to help people fully appreciate how everyone's progress matters and reconstruct democratic practices to support everyone's well-being." 2018 Critical Questions in Education Symposium, in Kansas City, Missouri, October 29-30 2018.

Katz, S. and Meadows, E. (2013) "First Things First: Teaching for Social Justice in the First-Year Seminar" 2013 Roosevelt Mini-Conference on Teaching in Chicago, Illinois, April 12, 2013.

Butler, D. and Meadows, E. (2011) "Transformational Learning at Ruiz Elementary School" presented at the Rouge Forum in Romeoville, IL, May, 2011.

Gillis, B., Meadows, E., & Robert, P. (2011) "Service-Learning in a Large, Urban School District" presented at the Rouge Forum in Romeoville, IL, May, 2011.

Meadows, E. (2011) "Listening in Interpretive Discussion," a paper that is part of a

- symposium chaired by Leonard Waks on “Pedagogies of Active Listening” presented at the 2011 annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Meadows, E. “Democratic Education through Interpretive Discussion” presented at the Rouge Forum in Williams Bay, Wisconsin, August 4, 2010.
- Meadows, E. “Co-creating a Socially Just Democracy through Interpretive Discussion” presented at the 2010 Roosevelt Mini-Conference on Teaching in Chicago, Illinois, April 27, 2010.
- MacDougall, J.; Meadows, E.; Robert, P., Roberts; L., Schmidt; J. “Sharing Visions: The Process of Re-Imagining Service-Learning.” We were invited by Kathy Engelkin, head of Illinois Campus Compact, to present at the service-learning conference at National-Louis University on April 21, 2010.
- Bloom, L.; Burney, N.; Meadows, E. “Cradle to Prison Pipeline Initiative: Educators’ roles in interrupting the school to prison pipeline,” to be presented at the Democratic Learning Community Capstone Conference, Roosevelt University, April 16, 2010.
- Meadows, E. “*Learning to Listen to Differences: Dewey, Democracy, and Interpretive Discussion.*” Paper presented at the 2010 annual meeting of the American Educational Research Association, New York, New York.
- Haroutunian-Gordon, S. & Meadows, E. *The Role of Interruption in Building Trust.* Paper presented as part of a symposium, “Intersections of Listening and Trust” at the 2009 annual meeting of the American Educational Research Association, San Diego, CA.
- Meadows, E. & Blatchford, K. *The Courage It Takes for Teacher Educators and Teacher Candidates to Build a “Public” for Excellent Education for All.* Paper presented at the 2008 Ohio Valley Philosophy of Education Society meeting, Dayton, Ohio.
- Meadows, E. *Achieving Widespread, Democratic Education in the United States Today: Dewey’s Ideas Reconsidered.* Paper presented at the 2008 annual meeting of the American Educational Research Association, New York, New York.
- Haroutunian-Gordon, S. & Meadows, E. *Listening to Learn: Interruption.* Paper presented as part of a symposium, “Learning and Interruption: Implications for Democratic Education” at the 2008 annual meeting of the Philosophy of Education Society, Boston, Massachusetts.
- Haroutunian-Gordon, S. & Meadows, E. *Interruption.* Paper presented as part of a symposium, “Learning to Listen, Listening to Learn,” 2008 annual meeting of the 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.
- Meadows, E. (2006 April). Panel member for a session, "Democratic Education," for the Living Progressive Education Conference, Francis Parker School, Chicago, Illinois.
- Meadows, E. *Preparing teachers to be open-minded: Dewey's ideas reconsidered.* Paper presented at the 2006 annual meeting of the American Association of Colleges for Teacher Education, San Diego, California.
- Burney, N.M., & Meadows, E. *Cultivating democratic learning communities: three portraits of Roosevelt University's Department of Teacher Education.* Paper presented at the 2005 annual meeting of the American Educational Research Association, Montreal, Canada.
- Meadows, E. *Inner city and private school teachers relate to John Dewey's ideas about art and experience.* Paper presented at the 2004 annual meeting of the American Educational Research Association, San Diego, California.
- Meadows, E., Burney, N., Carter, A., & Phillion, T. *Portraits of teacher preparation: meeting challenges of social justice and diversity.* Paper presented at the 2004 annual meeting of the American Association for Colleges for Teacher Education, Chicago, Illinois.
- Meadows, E. *Pre-service science education and democratic learning communities.* Paper presented at the 2003 meeting of the Midwest Educational Research Association, Columbus, Ohio.
- Meadows, E. *Growth, preparation, pain, and delight: teachers connect John Dewey's ideas about art and experience to their everyday teaching.* Paper presented at a 2003 Faculty Research Presentation session at Roosevelt University, Chicago, Illinois.
- Meadows, E. *Growth, preparation, pain, and delight: teachers connect their thinking to Deweyan aesthetics.* Paper presented at the 2003 Ruta Baltrukenas Seminar on Educational Research in Progress, Roosevelt University, Chicago, Illinois.
- Meadows, E. *What can we learn from how Socrates dominates Thrasymachus in Plato's Republic?* Paper presented at the 2001 Ohio Valley Philosophy of Education Society Conference, Dayton, Ohio.
- Meadows, E., & Ryan, D. *Sexual orientation and schools: a shared discourse.* Paper presented at the 2001 Institute for Democracy and Education Conference, Athens, Ohio.

Meadows, E. (2000 July). Presentation to the Illinois State Board of Education about pre-service teachers' attitudes about sexual orientation and what can best be done to promote attitudes of acceptance and tolerance for students and parents of diverse sexual orientations among classroom teachers.

Meadows, E. *Teachers discuss Dewey: an exploration in in-service education*. Paper presented at the 1998 annual meeting of the American Educational Research Association, San Diego, California.

Meadows, E. *All about us: young children, prejudice reduction and conflict resolution*. Paper presented at the 1996 meeting of the Chicago Area Educators of Young Children, Chicago, Illinois.

### **Grants**

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| 2010      | State Farm/Illinois Campus Compact Grant recipient, \$4,000<br>Funds will be used to continue the 2009 project.   |
| 2009      | State Farm/Illinois Campus Compact Grant recipient, \$3,000   |
| 2009      | McCormick Tribune Foundation Mini-Grant recipient, exact amount to be determined, approximately \$5,000   |
|           | <p>These funds will support a scholarship of engagement project to be carried out by Pamela Robert (College of Arts &amp; Science, Sociology, and Mansfield Institute for Social Justice and Transformation) and Elizabeth Meadows (College of Education, Elementary Education, Mansfield Institute for Social Justice and Transformation.) The purpose of this project is three fold: 1) to extend the work we are currently engaged in with the Chicago Public Schools and their Service-Learning Initiative through the State Farm/Illinois Campus Compact grant to implement service-learning; 2) to chronicle the process of creating transformational learning opportunities with CPS; and 3) to disseminate information locally and nationally about Roosevelt's unique brand of transformational learning, particularly as it pertains to the scholarship of engagement, including submitting our findings and models for presentations at local and national conferences. These presentations will eventually be worked into a submission for publication in a peer-reviewed journal of education and pedagogy</p> |
| 2006      | Service-learning grant recipient, Roosevelt University.   |
| 2003-2004 | Teacher Quality Enhancement Grant, member of the Natural Sciences Program Committee. Drafted syllabi for a four-course natural science continuing education certificate for practicing teachers.  |

- 2002-2003 Teacher Quality Enhancement Grant, member, Standards Alignment to Programs of Study (SAPS) Team. Led a team with College of Arts and Sciences faculty that completed Illinois Learning Standards matrices for Roosevelt University's teacher preparation-related courses in social studies.
- 1997 Collaborated on a successful Institute of Museum and Library Services Grant of \$112,500, as Programs Manager, Frank Lloyd Wright Home and Studio.
- 1994-1996 Collaborated on successful grants from entities such as the Chicago Community Trust and the Polk Foundation, as Associate Director and Director of Education, Kohl Children's Museum.

### **Professional Development**

- Spring 2020 Socio Emotional Learning Certification from Mindful Practices

### **Service**

#### ***Service to the Program and Department***

- 2012-2013 ELED Program, Secretary
- 2012-2013 Continued the Continuity Project (described below)
- 2011-2012 Member of ELED Program Review Team (program was successfully reviewed)
- 2011-2012 Continued the Continuity Project (described below)
- 2011-2012 Undergraduate Teacher Preparation Student Organization Team
- 2010-2011 Mentor to Dr. Alyson LaVigne, a new faculty member
- 2010- March 2011 Department of Curricular Studies, Secretary
- 2010-2011 In partnership with Dana Butler, Principal of Ruiz Elementary School in Chicago, initiated the Continuity Project wherein ELED teacher candidates stay in the same setting for two consecutive semesters for their pre-student teaching and student teaching to promote their continuity of learning
- 2002-2008 Elementary Education Program, Library Liaison
- 2002-present Elementary Education Program, Secretary
- 2002-2003 College of Education Faculty Research Committee, Rotating Chair

#### ***Service to the College***

- 2017 Appointed Field and Clinical Experiences Coordinator for College of Education
- 2017 Co-creating course to coach students on entry-level test for teacher preparation
- 2016 Co-created "Becoming a Teacher" freshman seminar
- 2012-2016 Contributed to 100% pass rate on edTPA of College of Education students
- 2012-Collaborated on Development of EDUC 003, edTPA Coaching Class
- 2010-Presented at a tenure and reappointment workshop for Assistant Professors
- 2005-2006 College of Education, Secretary
- 2003-2009 STAR Mentor (to students beginning in the College of Education)
- 2002-present Staffed Recruitment Events
- 2002-present Staffed Cooperating Teacher Orientations

## 2002-2004 COE/CAS Teacher Quality Enhancement Grant Committees

### *Committees in the College of Education*

2012-2013 College of Education Executive Committee, Elected by Colleagues  
 2012-2013 College of Education Continuous Improvement Committee (Curriculum)  
 2011-2012 College of Education Executive Committee, Elected by Colleagues, Secretary  
 2011 Ad Hoc Committee on Clerical Issues, Member  
 2010 College of Education Executive Committee, Elected by Colleagues  
 2010 ELED Peer Review Committee, Chair  
 2010 Democratic Learning Community Committee, Chair  
 2010 Partnership Development Committee, Chair  
 2009 Partnership Development Committee  
 2008 Field Services Committee  
 2007 Field Services Committee  
 2005-2006 Scholarship Committee  
 2003-2005 Professional Development Committee, Rotating Secretary  
 2002-2004 Research Committee, Rotating Secretary and Chair

### *Search Committees*

2010 Student Support Specialists Search Committee, Member  
 2009-2010 Language and Literacy Search Committee  
 2008-2009 Early Childhood Search Committee, Chair  
 2006-2007 Early Childhood Search Committee, Chair  
 2005-2006 Search Committee for an Associate Dean for the College of Education  
 2005-2006 Elementary Education Search Committee  
 2004-2005 Early Childhood Search Committee

### *Service to the University*

2016-2018 Awarded First-Year Faculty Fellow  
 2016-2018 Appointed by Provost to Geneds Faculty Leadership Team  
 2016-2018 Appointed to Retention Task Force  
 2016-2019 Shared Governance Committee  
 2017-2019 Co-Chair of Shared Governance Committee  
 2016-2017 Campus Climate Taskforce Member  
 2015-2016 Reviewer of Team Teacher Applicants for ACP 101  
 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 actualizing the University's Mission  
 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-12 school closings on children's 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 the American Educational Research Association's 2006 Annual Meeting.

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*, Roosevelt University Literacy Project's 2<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 Illinois State Teachers' Association Conference, Carbondale, Illinois.
- 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 Citizens' Network of Protection: aims include improving community and police relations in Evanston, IL
- 2016-present Co-Founder and Leader of the Racial Justice Ministry at St. Paul's Lutheran 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
- 2015-2016 Volunteered with others to help pass an affordable/inclusionary housing ordinance in the City Council of Evanston, Illinois, in 2016
- 2005-present Volunteer, faith-based soup kitchen for the hungry and homeless and an emergency overnight shelter. Participate in a study group about how we 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 the positive influence that parents can have on young people's decisions about the use and potential abuse of substances.
- 2007 Volunteered for the Race Against Hate, a race in memory of Ricky Byrdsong, hate crime victim.

### ***Other Community Service***



- 2015-present Perform oboe regularly during services at St. Paul's Lutheran Church in Evanston, IL
- 2008 Volunteer at an Evanston middle school family night
- 2006-2007 Volunteer, fourth grade public school classroom, assisted the teacher in supporting students' learning of mathematics.
- 2004-2005 Volunteer, parent helper for a musical performed by all of the second graders in a diverse, public school in Evanston, Illinois.
- 2004 Jury foreperson, medical malpractice trial, Chicago, Illinois.
- 2003-2004 Volunteer, first grade public school classroom, shared about my writing. The teacher said that this seemed to inspire the students to internalize what writing is all about and that their excitement showed in their writing.
- 2003-2004 Led science activities for K-3 school-age children in an after school center.

### **Professional Affiliations**

Chicagoland Researchers and Advocates for Transformative Education  
 Inquiry to Action Group: Early Childhood Educators for Social Justice  
 Intrapsychic Humanism Society  
 John Dewey Society  
 RU Chapter of the AAUP  
 Illinois AAUP

### **Awards**

- 2016-2018 Selected as a First-Year Faculty Fellow at Roosevelt University. The First-Year Faculty Fellows will teach the first-year courses, ACP 101 and ACP 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, *Classroom teachers apply John Dewey's ideas about art and education to everyday teaching and learning*. Faculty Research Award, Spring semester, 2005.