
Mary Coakley-Fields, Ed.D.
Curriculum Vitae

Manhattanville College, SOE
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EDUCATION

Teachers College, Columbia University, October 2014
Doctor of Education: Curriculum and Teaching
Dissertation: *“Inclusive Talk? Discourses of Reading in a Fourth Grade Classroom”*

City College of New York, CUNY, May 2003
Master of Science: Early Childhood and Elementary Education

Wesleyan University, May 2001
Bachelor of Arts: English

Certifications: New York State Elementary Education (preK-6)

POSITIONS HELD

Assistant Professor, Literacy Department; School of Education, Manhattanville College (January 2016 – present)

Courses Taught:

EDU 5402/06 Language, Literacy, and Culture
EDU 5367 Methods for Teaching Literacy and Language Arts K-2
(field-based and non field-based)
EDU 3367 Methods for Teaching Literacy and Language Arts K-2
(undergraduate field-based)
EDU 3369 Methods for Teaching Literacy and Language Arts 3-6
(undergraduate field-based)
EDU 5274 Methods for Teaching Literacy and Language Arts 3-6
(graduate field-based)
EDU 5432 Student Teaching Seminar for Childhood and Special Ed
(graduate)

Professional Development School (PDS) Liaison between Manhattanville College and the Bedford Central School District; serving Bedford Hills Elementary School, West Patent Elementary School, and Pound Ridge Elementary School
(May, 2016-present)

Responsibilities include:

- Work on-site at the schools a minimum of two days per week
- Build and maintain relationships with all stakeholders
- Supervise student teachers and teach student teaching seminars
- Coordinate fieldwork observation placements for teacher candidates
- Provide professional development for faculty, administration, and staff
- Coordinate and lead PDS steering committees
- Collect and analyze data
- Teach on-site field-based classes (both graduate and undergraduate)
- Serve as a member of the SOE PDS Advisory Board
- Serve as a member of the SOE PDS Working Committee

Adjunct Instructor, Literacy Department; *School of Education, Manhattanville College* (August 2015 – December 2015)

Course Taught (graduate level):

- Methods for Teaching Literacy and Language Arts 3-6 (field-based)

Instructor, Literacy Specialist Program; *Teachers College, Columbia University* (September 2009 – December 2011)

Courses Taught (all graduate level):

- Teaching of Reading and Writing Grades 3-6
- Teaching of Reading and Writing Grades K-2
- Literature for Older Children
- Literacy, Culture and the Teaching of Reading
- Action Research for Literacy Specialist Interns
- Fieldwork for Literacy Specialist Interns

Supervisor of Student Teachers, Critical Special Education Program; *Teachers College, Columbia University* (September 2011 – December 2011)

Instructor, Elementary Inclusive Pre-service Program; *Teachers College, Columbia University* (September 2008-July 2009)

Courses Taught:

- Disability, Exclusion, and Schooling
- Disabilities in Context

Interim Program Manager, Elementary Inclusive Pre-service Program; *Teachers College, Columbia University* (May-July 2009)

Fifth Grade Head Teacher; Marymount School, New York, NY (September 2004 - June 2008)

Second and Third Grade Head Teacher; P.S. 129 Manhattan, New York, NY
(September 2001 - June 2004)

AWARDS/ FELLOWSHIPS

Summer Fellowship in Korean Studies for American Educators (Summer 2007)
Participated in a three week “study tour” of Korea. Developed integrated social studies and literacy curriculum featuring children’s literature by Korean-American authors. *Sponsored by the Korea Society of New York.*

Fulbright-Hays Fellowship Summer Seminars Abroad (Summer 2006)
Participated in a six-week “study tour” of India. Developed inquiry-based, artifact-centered social studies curriculum about Indian history and religions for upper grade elementary students. *Sponsored by the United States Department of Education.*

New York City Teaching Fellowship (June 2001-June 2003)
Participated in a teacher preparation program focused on teaching in schools in high-poverty neighborhoods. Served as an Americorps volunteer. *Sponsored by the New York City Department of Education.*

SCHOLARSHIPS/GRANTS

Greenwich Scholarship, Teachers College (2009)

Olive M. Swigart Scholarship, Teachers College (2008)

Teachers College Supplemental Scholarship, Teachers College (2006-2007)

Americorps Education Grant, United States Department of Education (2003)

SCHOLARSHIP

Book Chapters

Coakley, M. (2010). Reading for justice and power: A social issues book club unit. In M. Ehrenworth, H. A. Kahn, and J. Mooney (Eds.) *Units of study for teaching reading, grades 3-5: Constructing curriculum, Alternate units of study from the units of study for teaching reading* (pp. 301-315). Portsmouth, NH: Heinemann Firsthand.

Journal Articles

Coakley-Fields, M. (2018). Building strong reading muscles: Ableist language in a teacher's talk about reading. *International Journal of Inclusive Education*, <https://doi.org/10.1080/13603116.2018.1432081>

In-Press

Coakley-Fields, M. (March 2018). Markers of inclusive education: Peers facilitating inclusion at the margins of a fourth grade reader's workshop. *Reading Horizons*.

Manuscripts Submitted for Publication

Coakley-Fields, M. (2018). Dilemmas in culturally relevant discourse: Teachers' life stories during reading workshop as invitations for students' engagement with reading. *Research in the Teaching of English*.

Manuscripts in Preparation

Coakley-Fields, M. (2018). "Welcome to essay-land!" Using partner talk and story acting to develop academic writing discourse in an inclusive fourth grade class. *Language Arts*

Coakley-Fields, M. (2018). The power of critical literacy oriented process drama in pre service literacy methods courses: Considerations and takeaways.

Coakley-Fields, M. (2018). What counts as reading? Multiple meanings for reading produced through classroom discourse among a fourth grade teacher and her students.

Coakley-Fields, M. (2018). Courageous readers in a testing era: Analyzing and embodying courage with fourth graders during reading workshop.

Scholarly Paper Presentations (refereed)

Coakley-Fields, M. (2017, February 28). Teacher and student life-stories as parables for reading in an 'inclusive' 4th grade Reading Workshop. Annual Ethnography in Education Forum, University of Pennsylvania, Philadelphia, PA.

Coakley-Fields, M. (2016, April 9). Valued allies in the reading classroom: The playful power of social partners for creating engagement. American Educational Research Association Annual Meeting (AERA), Washington, DC.

Coakley-Fields, M. (2016, April 11). Strong, wise, courageous readers: Ableist language in a teacher's talk about reading. American Educational Research Association Conference Annual Meeting (AERA), Washington, DC.

Coakley-Fields, M. (2014, April 4). Stories, silences, and inclusion as a social process: Talk about reading in a fourth grade classroom. Paper presented at the American Educational Research Association conference, Philadelphia, PA.

Coakley-Fields, M. (2013, December 5). Conversation, courage and conflict: Reading identities and opportunities to be readers in a fourth grade classroom. Roundtable presented at the Literacy Research Association conference, Dallas, TX.

Siegel, M., Panofsky, C., **Coakley, M.**, Warner, J., Cramer, J., Raskauskas, J., & Fraser, L. (2009, December 4). Expanding the Toolkits of Teachers and Teacher Educators through Digital Storytelling: Insights, Challenges and Possibilities. Interactive Symposium presented at the National Reading Conference/Literacy Research Association conference, Albuquerque, NM.

McCall, S., **Coakley, M.**, Stanko, B., & Watson, V. W. M. (2009, Oct. 2). Writing doctoral students/doctoral students' writing: Examining the borders of sanctioned academic spaces with/in a doctoral student writing group. Paper presented at the American Association for Teaching & Curriculum Annual Conference, Arlington, VA.

Interviews

Coakley-Fields, M., Kelly, C., & Cunningham, K. (2016). An interview with Maria Paula Ghiso. *The Language and Literacy Spectrum*, 26, 80-86.

Invited Presentations

Culturally responsive teaching of writing in the primary grades (March 23, 2018). Changing Suburbs Institute Educational Forum, Manhattanville College, Purchase, NY.

Culturally relevant teaching in the early childhood classroom. (September 23, 2017). Early Childhood Professional Development Conference, Manhattanville College, Purchase, NY.

Looking at student writing, noticing trends, and planning next steps. Professional development series for teachers at Pound Ridge Elementary School and Bedford Hills Elementary School (November 2016 – May 2017)

Next generation guided reading: Flexible groupings centered on reading strategies. Professional development for teachers at Pound Ridge Elementary School (November – December 2016)

Process drama in the literacy classroom. EdCamp Manhattanville, September 17, 2016.

Practical ways to tie issues of diversity and community into reading and writing units of study: Looking at children's text sets and planning for critical literacy conversations in the study of characters. "Calendar Day" professional development session, Teachers College Reading and Writing Project, New York, NY (March 2011).

Designing inquiry-based, artifact-centered, multicultural social studies curricula.
Presented in two Multicultural Social Studies Methods Classes taught by Dr. Catherine Franklin (November 2006) and Dr. Amita Gupta (March 2007), City College of New York.

Research Participation

Inclusive Talk? Discourses of Reading in a Fourth Grade Inclusive Classroom
(2011-2012)

Study investigating how a teacher and her students talked about reading across the school day, the opportunities for engaging with literacy produced through their discourse, and the reading identities of students.

Digital Storytelling

(2009, with Dr. Marjorie Siegel)

Study exploring teachers' design and implementation of digital storytelling curriculum with elementary students.

SERVICE

Service to Manhattanville College

School of Education Writing Assessment Committee (Spring 2018-present)

School of Education PDS Liaison Working Group (Fall 2016-present)

School of Education PDS Advisory Board (Fall 2016-present)

School of Education Research Committee (Fall 2016-present)

School of Education EdTPA Committee (Fall 2016-Spring 2017)

School of Education Literacy Advisory Board (Spring 2015-present)

Service to Public Schools

Bedford Central School District, Bedford, New York (May 2016-present)

Professional development in Literacy Assessment and Instruction for in-service elementary school teachers.

P.S. 277, Bronx, New York (2011-2012)

Professional development for first-year teachers focused on year-long teacher inquiry projects related to literacy instruction.

P.S. 29, Brooklyn, New York (2008-2010)

Professional development for fourth and fifth grade teachers focused on critical literacy and positive behavior support systems in inclusive classrooms; Professional development for “specials” teachers focused on integrating children’s literature in physical education, art, and music curricula; Consultant for “diversity” committee focused on inclusive school culture.

Service to the Profession

Conference proposal reviewer: Literacy Research Association (LRA) annual conference (2014-present)

Journal proposal reviewer: *The Language and Literacy Spectrum* (2016-present)

Journal proposal reviewer: *The International Journal of Inclusive Education* (2017-present)

Professional Affiliations

American Educational Research Association (AERA)

Literacy Research Association (LRA)

National Council of Teachers of English (NCTE)

Connecticut Reading Association (CRA)