

GREGORY W. HAMILTON, Ed.D.

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EDUCATION

- Ed.D. 1998 English Education Teachers College, Columbia University, NYC
- M.A. 1989 English Education Teachers College, Columbia University, NYC
- B.A. 1986 English Lewis and Clark College, Portland, OR

CERTIFICATES

- California State Preliminary Administrative Services Credential (Tier I)
- California State Teaching Certification, Single Subject/English (permanent)
- New York State Teaching Certification, English, 7-12 (permanent)

PROFESSIONAL EXPERIENCE

- **Clinical Faculty and Director of Apple Valley PTC Program**
2012 – present University of Redlands, School of Education
Serving in a teaching and administrative capacity, while also teaching courses within the Preliminary Teacher Credential (PTC) program, the M.A. program, and Ed.D. program. Administrative duties include serving as a liaison between Apple Valley and the main Redlands campus, establishing orientation and information processes for teacher-credential candidates at the Apple Valley location, maintain regular contact with the Redlands campus office in regard to teaching, accreditation, and various administrative duties.
- **Sixth Grade Math & Science Teacher**
2011 – 2012 New Los Angeles Charter School (6 – 8)
Worked closely with sixth grade team in program planning and cross curricular alignment; Implemented a project-based learning math program; Participated in planning field trips and after school programming; Co-directed the first LGBT student-led club; Worked with math department to align standards and course content.

- **Assistant Principal of Instructional Support & Student Services**

2010 – 2011 Ross Elementary School (K – 8)

Assisted in the design, development, implementation, and evaluation of all department strategies & initiatives. Measured and reported on the effectiveness of strategies and initiatives. Led and participated in collaborative efforts with administration team and staff to design and develop the strategies, protocols, and processes of strategies and initiatives. Planned, organized, implemented and coordinated the development and use of school quality indicators necessary for school quality review. Prepared comprehensive narrative and statistical reports. Troubleshot issues as they arose. Developed and implemented new RTI initiative. Met weekly with guidance and special education teams to support IEP and SST service plans. Co-facilitated with principal, meetings with parents and follow up with legal, state, and federal guidelines for case management and documentation. Provided guidance and support to staff, including developing a program of inquiry and using a diverse set of assessment strategies. Assisted in the budgeting process. Engaged with building and district level professional development committee meetings.

- **Literacy Project Coordinator**

2008 – 2010 Marin Teaching Network, Marin County, CA.

Subject area knowledge and expertise in literacy (reading and writing across the curriculum). Familiarity with research based programs, locally developed assessments. Coordinated, facilitated, and presented best practices workshops with teachers, principals, and Governing Board. Inform and engage in planning sessions with countywide superintendents and principals. Reported to 10 different schools to review and develop integrated, cross grade level curriculum. Created writing assessments and launched school-wide scoring sessions. Coached teachers to create rubrics, anchor papers, and logistics for school-wide scoring sessions. Met with K - 8 grade level representatives to work on Essential Standards and National Common Core Standards and cross grade level articulation.

- **Full-time Lecturer of K – 12 Teacher Research**

2005 – 2008 University of California at Davis.

Led three-cohorts of pre-service teachers annually through intensive coursework (2-secondary; 1- elementary). Weekly course load included three-four

hour block classes. CRESS Program Coordinator, Teacher Research. Community Outreach program funded through the School of Education and UC Davis, Deans Office; Facilitator for the Sacramento Area Writing Project, Summers, 2007, 2008; Sacramento/UC Davis school-outreach programs; on-site professional development.

- **Assistant Professor of English Education**

1999 – 2005 Teachers College, Columbia University, New York City.

Responsibilities included continuation of program planning, staff development, budget and scholarship, and advising across all degree programs. Full time teaching load, dissertation advisement and sponsorship, committee and service work, continual scholarship and publication.

- **Full-time Lecturer and Master's Program Coordinator**

1994 – 1999 Teachers College, Columbia University, New York City

Interfaced with over thirty private and public NYC middle and high schools each semester. Courses taught included: Teaching of Reading, Adolescent Literature, English Methods, Study of Literature, Supervised Student Teaching of English Seminar, and Teaching of Shakespeare.

- **Middle School Classroom Teacher (Grades 5 – 8)**

1988 – 1995 The Center School/MS243, New York City

Worked with a broad range of abilities in inter-age grouped subject areas: Literature, Writers Workshop, Social Studies, and Algebra 1. Experience includes theatre arts, physical education, and video production. Student teaching mentor and Urban Fellows seminar leader. Advisor annually to ten students, responsible for tracking emotional, social, and cognitive development.

K – 12 WORKSHOPS AND PROFESSIONAL DEVELOPMENT

NETC Child Learning Center, San Antonio, Zambales, Philippines. December 6, 2013.

"Evaluation of Teacher Performance in the Classroom." Seminar Workshop on Developing Effective Skills in the Management and Operation of Schools.

Piedmont Middle School, Oakland CA. October, 2007. Staff Development Day: What's Social Location Got to Do With It? Writing and Reading Fiction.

Heritage High School, Harlem, New York. January, 2004 – June, 2005. Staff Development and On-Site Literacy Consultant for grades 9 – 12.

Region 10, New York, New York. September 2003. "Implementing Balanced Literacy Programs." In collaboration with the Secondary Literacy Institute. Training for middle school teachers in mandated literacy curriculum. Workshop participants included over 50 sixth-grade teachers from Region 10.

District 15, Brooklyn, New York. Fall 2002 – Spring 2003. Research and consultation focusing on English Language Arts programs and personnel in order to develop case studies within the larger professional development model. Project participants include teachers, site-based teacher leaders, other consultants, site administrators, and district administrators.

Heritage High School. New York, New York. 1998 - 2000. Curriculum Coordinator for Teacher's College lab school. Staff development in 9th grade math, science, English, and Global Studies, planning and implementation of weekly museum visits, after school programs, and weekend retreat workshops for developing and maintaining vision, curriculum, and advisement.

New York City Middle and High Schools. New York, New York. 1994 - 2005. Facilitate and develop curriculum and classroom management skills as supervisor of student teachers and beginning teachers in English classroom settings, grades 6 - 12. Sites include Computer School, Clinton School, Columbus Academy, Crossroads, Beacon, Environmental Studies, LaGuardia, Stuyvesant, Dalton, and Xavier.

The Center School. New York, New York. Fall, 1994 - 2005. Classroom design and instruction for grades 5-8. Teacher training. Emphasis on professional development, reading, writing, and video production. Work closely with District 3 Urban Fellows in workshop/seminar setting.

Newark Public Schools Literacy Pilot Project, Grades 6 - 12 . Newark, New Jersey. 1998 – 1999. Ongoing staff development for Newark, New Jersey Public School teachers.

Block Scheduling and Team Building. Mattituck, New York. Spring, 1998. Mattituck Middle School presentation on block scheduling, curriculum development, and portfolio evaluation for sixth grade teachers who want to work as a team.

Literacy for Life. Bear Mountain, New York. Fall, 1996. Designed and implemented fall retreat for thirty-five faculty members at the Paul Robeson High School, Brooklyn, New York. Workshop goals included the development of Action Research projects for teams of teachers.

Interdisciplinary Curriculum Design Workshop. New York, New York. Summer, 1996. Facilitated the development of an interdisciplinary curriculum for I.S. 163.

A five-day workshop for eight middle school teachers from cross-disciplines.
Held at Teachers College, Columbia University.

Research Skills and Quality for Life. New York, New York. Fall, 1995. Sponsored
by Smith Barney and the Merging Business & Academics Association.

Issues of Diversity: Re-visioning Traditions in English Education. Ridgefield,
Connecticut. Fall, 1994.

Teaching Writing Process for ESL. New York, New York. Fall, 1992. In-service
workshop for Consortium for Worker Education.

CONFERENCES AND PRESENTATIONS

**"Teacher Inquiry as the Gateway for Student Learning and Transformative
Practices."** San Diego, CA. Spring, 2007. Association of Teacher Educators.

"A Critical Incidents Approach in Classroom-Based Research."
University of California, Berkeley, CA. Summer, 2007. BAWP Summer Institute.

**"Six Approaches to Teaching Writing and a History of Teaching in the U.S.
since 1896."** University of California, Davis, CA. Summer, 2006. A3WP Summer
Institute.

"Teaching Teacher Research: Traditions, Interventions, and Analysis."
Berkeley, CA. Spring, 2006. American Association for the Advancement of
Curriculum
Studies.

"History of U.S. Education." University of California, Davis, CA. Spring, 2006. For
Prospective Chinese Graduate Students.

"Current Issues in Secondary Education." University of California, Davis, CA.
Spring, 2006. For Prospective Chinese Graduate Students.

"Negotiating Meanings: Understanding Curriculum Reform in Afghanistan." San
Diego, CA. April, 2004. AAACS.

**"International Workshop on Curriculum and Textbook Development in
Afghanistan."** Kabul, Afghanistan. July, 2003.

"Kinds of Texts, Ways of Reading." Chicago, Illinois. Spring, 2003. AERA.

**"What's Social Location Got to Do With It? Exploring Adolescent Identities with
High School Juniors and Seniors Through Young Adult Fiction and Creative
Writing."** Atlanta, Georgia. Fall, 2002. National Council for the Teaching of English.

- "Teachers, Writers, and Readers Celebrating Young Adult Literature."** Atlanta, Georgia. Fall, 2002. Assembly on Literature for Adolescents of NCTE (ALAN).
- "Why Isn't This Lesson Plan Working? Connecting Classroom Management and Interdisciplinarity."** Fall, 2002. Teachers College, New York, New York. Weekend Institute for Teachers.
- "Becoming (Other)wise: Learning about the Muslim World through Literature."** New York, New York. Fall, 2002. The World One Year After 9/11 Teachers Forum. School for International and Public Affairs. Teachers College, Columbia University.
- "Linking Science and Literature Through Technology."** Albuquerque, NM. Spring, 2001. National Holmes Partnership Conference.
- "Becoming Readers: Doing What Readers Do."** Denver, CO. Fall, 1999. National Council for the Teaching of English
- "Alternate Readings: Strategies for Young Adult Learners."** New York, N.Y. Fall, 1997. GLSEN Mid-Atlantic Conference on "From Dirt Roads to Cyberspace: LGBT Issues in Education for the 21st Century."
- "Bridging the Gap: Towards a Dialogic Among Cooperating Teachers, Student Teachers, and University Supervisors and Instructors."** Boston, MA. Spring, 1996. National Council for the Teaching of English.
- "Technology and the English Classroom."** New York, N.Y. Spring, 1996. The New York City Association of Assistant Principals Supervision, English. Our Mutual Estate Conference on Education and Technology.
- "Teaching Diversity: Opening Spaces and Opening Minds."** New York, N.Y. Fall, 1995. Institute on Imagination and the Moral Life, Teachers College, Columbia University.
- "Relationships Between Student Teachers and Cooperating Teachers."** San Diego, CA. Spring, 1995. National Council for the Teaching of English.

GRANTS AND AWARDS

- NEA Grant, Teacher Research, Assessment and Staff Development (2008/2009)
- Pre-Tenured Faculty Research Grant, Teachers College, Columbia University. (2002)
- Deans Grant for Faculty Development in the Use of Technology in Teaching. Creating a web-site for teachers and students of literature and science. (1999 - 2001)
- Teacher Incentive Grant, Community School District 3, New York City. Re-design and implementation of communication arts program at The Center School. (1998)
- New York State Council for the Arts, Teacher-Artist Grant for continuing the development of a communication arts program at The Center School, New York City. (1993)

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New York Foundation for the Arts, Teacher-Artist Grant for developing a communication arts program at The Center School, New York City. (1992)

Taft Fellow, 1992, City University of New York

PROFESSIONAL ORGANIZATIONS/COMMITTEES AND SERVICE

University of Redlands, School of Education, Satellite Campus Director – Apple Valley, 2013

University of Redlands, School of Education, Preliminary Teaching Assessment Coordinator, 2013

University of Redlands, School of Education, Curriculum Committee 2013

New Los Angeles Charter School, LGBT Faculty Advisor, 2012

American Education Research Association, active member

National Council for the Teaching of English, active member

UC Davis, Teacher Education Policy Committee, 2005 – 2008

English Journal, column editor, *English in the City*, 2003 – 2006

College-wide Harassment Committee member, Teachers College, 2000 - 2005

Teacher Education Policy Committee, Teachers College, 1998 - 2005

Executive Council for the Professional Development School (PDS), Teachers College, 2000 - 2002

CEE Nominating Committee, 2001 - 2002

New Course Proposal Committee for the Department of Arts and Humanities, Chair, 2000 - 2005

Policy Task Force for the Department of Arts and Humanities, Teachers College, 1999 - 2001

Member of the Holmes Scholar Award Committee, Teachers College, 1998/1999

PUBLICATIONS

Hamilton, G. (2007) Jake's Dilemma. *Bay Area Writing Project*, Summer 2007 Institute Reader.

Hamilton, G. (2006) (Editor) The Power of Youth: How Do We Uncover It? *English Journal*, v95(4).

Hamilton, G. (2005) Reading Multicultural Literature in Relation to Ourselves. *English Journal*.

- Hamilton, G. (2004) Teaching the Difficult. *English Journal*.
- Hamilton, G., Howes, E., and Zaskoda, D. (2003) Linking Science and Literature Through Technology. *Journal of Adolescent & Adult Literacy*,
- Hamilton, G. (2002) Mapping A History of Adolescence and Adolescent Literature. *ALAN Review*. 29(2), pp. 57 – 62.
- Hamilton, G. (2001) "Mapping A Teaching/Writing Life" In Tremmel, R. (ed.) (2002) *Teaching Writing Teachers*. Portsmouth, NH: Heinemann. (Forthcoming)
- Hamilton, G. (2000) "Listening, Learning, and Talking It Through" in Vinz, R., et al (2000) *Becoming (Other)wise*. Portsmouth, NH: Heinemann.
- Hamilton, G. (1999) "Jack" In Reid, L. (ed.) (1999) *Rationales For Young Adult Literature*. Portland, Me: Calendar Island Publishers.
- Hamilton, G. (1998) Reading Jack. *English Education*, 30(1), pp. 24 - 40.

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