

## Curriculum Vitae

### **Kirsten Ewart Sundell, Ph.D.**

Communications and Project Manager, National Research Center for Career and  
Technical Education  
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### **EDUCATION**

Ph.D., English (Irish Studies), University of Notre Dame, August 2002

B.A., English (French minor), Loyola College in Maryland, May 1995. Phi Beta  
Kappa, *summa cum laude*.

### **PROFESSIONAL EXPERIENCE**

**University of Louisville** (July 2004-present)

Co-Editor, *Journal of Education for Students Placed at Risk*

Communications and Project Manager, National Research Center for Career and  
Technical Education (NRCCTE)

Co-Principal Investigator, *A Rigorous Test of Student Outcomes in CTE Programs  
of Study*, National Research Center for Career and Technical Education

Acting Assistant Chair, Department of Educational and Counseling Psychology  
(2005-2007)

Associate Director for Special Projects, Publications, and Evaluations, Nystrand  
Center of Excellence in Education (2004-2007)

Principal Investigator, GEAR UP Kentucky I and II at the University of  
Louisville (2004-2007)

Adjunct Faculty, Department of Teaching and Learning

Adjunct Faculty, Department of Educational and Counseling Psychology

**Johns Hopkins University (2002-2004)**

Managing Editor, *Journal of Education for Students Placed at Risk* (April 2002-2004)

Research Assistant, Systemic Supports for School Reform (April 2002-2004)

**University of Notre Dame (1995-2005)**

Webmaster, Keough Institute for Irish Studies (September 2002-June 2005)

Instructor, Department of English, Keough Institute for Irish Studies (1995-1997, 2001)

Research and Editorial Assistant, *Cambridge Companion to Jonathan Swift* (May 2000-April 2002)

Assistant Buyer, Research Assistant, Hesburgh Library/Keough-Notre Dame Centre (Ireland: 1999-2000); Research Assistant, Institute for Scholarship in the Liberal Arts (1998-1999)

**PUBLICATIONS AND WORKS IN PROGRESS**

Sundell, K. E., & Stringfield, S. (in press). General editors, multi-volume series. *Outstanding ideas in education: Published in partnership with the Grawemeyer Foundation*. San Francisco: Wiley.

First two volumes:

Comer, J. P. (in press). *What I learned in school: Reflections on race, child development, and school reform*. *Outstanding ideas in education: Published in partnership with the Grawemeyer Foundation*. San Francisco: Wiley.

Brandt, D. (in press). *Literacy and learning: Reflections on writing, reading, and society*. *Outstanding ideas in education: Published in partnership with the Grawemeyer Foundation*. San Francisco: Wiley.

Stringfield, S. C., & Sundell, K. E. (forthcoming). *Handbook of research on at-risk students*. Taylor & Francis.

Lasky, S. G., Datnow, A., Stringfield, S. C., & Sundell, K. E. (2007). Diverse populations and school effectiveness and improvement in the United States. In T. Townsend (Ed.), *The international handbook on school effectiveness and improvement* (pp. 557-575). Dordrecht, the Netherlands: Springer.

Teddle, C., Stringfield, S. C., & Sundell, K. E. (Eds.) (2007). North American Section. In T. Townsend (Ed.), *The international handbook on school effectiveness and improvement*. Dordrecht, the Netherlands: Springer.

Sundell, K. E., & Stringfield, S. C. (2005). Editors' introduction. *Journal of Education for Students Placed At Risk*, 10, 149-155.

Sundell, K. E. (2003). 'A Savage and unnatural Taste': Anglo-Irish Imitations of the *Modest Proposal*, 1730-31. *Swift Studies*, 18.

### **RECENT GRANTS AND PROPOSALS SUBMITTED**

Castellano, M., & Sundell, K. E., Co-Principal Investigators. *A Rigorous Test of Student Outcomes in CTE Programs of Study*. (2008). National Research Center for Career and Technical Education. Four-year study, Years 2, 3, 4 and 5 of the NRCCTE. Year 2 budget, \$186,190.

The objective of this study is to assess the effectiveness of programs of study in randomized controlled trials in multiple states. The effectiveness of the programs of study will be measured in ways consistent with the Perkins IV legislation: (a) academic achievement; (b) technical skills achievement; (c) high school completion; (d) placement in postsecondary education, work, or the military; (e) program participation and completion by nontraditional students; and (f) program participation and completion by students from special populations as defined by Perkins IV. In order to better understand the outcomes, we will describe the context and practices that produced them.

Sundell, K. E., & Valentine, J. C. (2007). *Proposal for a Doctor of Philosophy (Ph.D.) in the Education Sciences*. Louisville, KY: College of Education and Human Development, University of Louisville.

GEAR UP Kentucky TWO. (2005). Chief Grantwriter for the Council on Postsecondary Education, Frankfort, KY. \$42 million federal/state match U.S. Dept. of Education-funded grant; awarded 8/2005. Principal Investigator (2005-2007), GUKII at the University of Louisville.

Interdisciplinary Research, Practice, and Policy in the Education Sciences (RPP). (2004, 2007). Co-author, Institute of Education Sciences proposal. If funded, approximately \$1,000,000 per annum in federal funds. Currently unfunded.

University of Louisville Postdoctoral Research Training Program in the Education Sciences. (2005, and under revision). Co-author and co-PI, Institute of Education Sciences proposal. If funded, approximately \$150,000 per annum in federal funds (U.S. Department of Education). Currently unfunded.

### **CONFERENCE PAPERS AND PRESENTATIONS**

- Sundell, K. E. (2008, April). *Journal Roundtable, Journal of Education for Students Placed At Risk*. Roundtable discussion held at annual meeting of the American Educational Research Association, New York, NY.
- Sundell, K. E. (2007, April). *Journal Roundtable, Journal of Education for Students Placed At Risk*. Roundtable discussion held at annual meeting of the American Educational Research Association, Chicago, IL.
- Sundell, K. E., & Lasky, S. G. (2006). *Practical issues in conducting a longitudinal, mixed-method randomized field trial*. Paper submitted to the American Educational Research Association, Division L: Educational Policy and Politics, Section 2: Policymaking, Implementation, and Evaluation.
- Lasky, S. G., & Sundell, K. E. (2006). *Systemic supports in the implementation of an intervention in low-performing elementary schools*. Paper submitted to the American Educational Research Association, Division L: Educational Policy and Politics, Section 2: Policymaking, Implementation, and Evaluation.
- Sundell, K. E. (2006, April). *Journal Roundtable, Journal of Education for Students Placed At Risk*. Roundtable discussion held at annual meeting of the American Educational Research Association, San Francisco, CA.
- Sundell, K. E. (2005, April). *Journal Roundtable, Journal of Education for Students Placed At Risk*. Roundtable discussion held at annual meeting of the American Educational Research Association, Montreal, Canada.
- Sundell, K. E. (2004, April). *Journal Roundtable, Journal of Education for Students Placed At Risk*. Roundtable discussion held at annual meeting of the American Educational Research Association, San Diego, CA.
- Sundell, K. E. (2003, April). *Journal Roundtable, Journal of Education for Students Placed At Risk*. Roundtable discussion held at annual meeting of the American Educational Research Association, Chicago, IL.
- Sundell, K. E. (2000, April). *Suffering and the Limitations of Satire: The Modest Proposal and its Imitators, 1730-31*. Paper presented at the national meeting of the American Society for Eighteenth-Century Studies, New Orleans, LA.

Sundell, K. E. (1998, April). *John Toland: Irish Radical*. Panel chair at the national meeting of the American Society for Eighteenth-Century Studies, Notre Dame, IN.

Sundell, K. E. (1996, October). *Theological-Political Discourse and Reasonable Christianity: Locke, Toland, and Anglo-Ireland*. Paper presented at the annual meeting of the Midwest American Society for Eighteenth-Century Studies, Indianapolis, IN.

## **COURSES DEVELOPED AND TAUGHT**

### **University of Louisville**

EDAP697.78: *Writing for Publication* (Spring 2007, Spring 2008, planned Spring 2009). A cross-disciplinary seminar for advanced doctoral students encompassing developing a coherent line of research, targeting appropriate professional outlets for publications and presentation, and manuscript development, preparation, and submission. Students will learn professional standards associated with the business of academic publishing, including the processes of blind review, manuscript revision, and communication with peer-reviewed journals. *Average course evaluations: 4.78 out of 5 (Spring 2008); 4.68 out of 5 (Spring 2007).*

EDAP604.75: *Grantwriting for Educators* (Fall 2009, under development). A graduate-level course targeted to degree-seeking teacher-educators seeking to research, write, and compete successful grant proposals for school-based interventions and programs.

### **University of Notre Dame**

EN372C/IRST379: *Irish Writing and the Colonial Experience: 1600-2000* (Fall 2000). A cross-listed, interdisciplinary English and Irish studies course for upper-level majors and non-majors, blending English, Anglo-Irish, and Irish-language literature, theory, criticism, history, and culture. Teacher Course Evaluation: 3.87 out of 4.0, "Overall Perception of Teaching."

EN109.16: *Composition and Literature* (Spring 1997). Introductory university composition course with a syllabus emphasizing eighteenth, nineteenth, and twentieth-century English and Irish literature.

EN109.14: *Composition and Literature* (Fall 1996). Introductory university composition course with a syllabus emphasizing eighteenth, nineteenth, and twentieth-century English and Irish literature. Instructed the winner of Outstanding Freshman Composition Award for 1996-1997.

## **FELLOWSHIPS AND AWARDS**

University of Notre Dame Dissertation-Year Fellowship (2000-2001)

Notre Dame-NEH Summer Fellowship (June-August 2000). Grant of \$3,000 to write grant proposal (successful) for "Anglo-Irish Identities: 1600-1800," an NEH Summer Seminar directed by Christopher Fox.

Carrell Medal, Loyola College in Maryland (May 1995). First in English.

Phi Beta Kappa (Epsilon of Maryland), Loyola College in Maryland (May 1995).

## **FOREIGN LANGUAGES**

Irish Gaelic: Three years' study of the Irish language at Notre Dame, including two immersion courses at the Arás Mháirtín Uí Chadhaín (aff. University College-Galway), Carraroe, Co. Galway.

French: Minor, Loyola College in Maryland

German

## **PROFESSIONAL AFFILIATIONS AND SOCIETIES**

Association for the Study of Higher Education

American Educational Research Association

National Council for Community and Education Partnerships

American Society for Eighteenth-Century Studies

International Society for Eighteenth Century Studies

American Conference for Irish Studies