

CODY B. NORTON

Department of Teaching and Learning, Policy and Leadership (TLPL)

University of Maryland (UMD), College Park

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EDUCATION AND INTERESTS

Interests

abolitionist pedagogy, community organizing, community schools, critical literacies, critical pedagogies, critical whiteness studies, emancipatory education, queer pedagogies, teacher activism, teacher preparation, third space theory

Education

2023-	Ph.D. in Teaching and Learning, Policy and Leadership, University of Maryland, 4.00 GPA
2013	M.Ed. in Curriculum and Instruction, George Mason University, 4.00 GPA
2011	B.A. in Sociology, Ithaca College, <i>summa cum laude</i> , 4.00 GPA
2009	A.A. in Humanities, Jamestown Community College, <i>Highest Honors</i> , 4.00 GPA

Past Employment

2023	Instructional Coach, City Teaching Alliance, Washington, DC
2023	Curriculum Writer, DC History Center, Washington, DC
2022-23	Coordinator, Content and Curriculum, DC Public Schools, Washington, DC
2013-22	Elementary Teacher, DC Public Schools, Washington, DC
2018-20	Emerging Leader, ASCD Emerging Leaders Program, Washington, DC
2015-16	National Teacher Fellow, Hope Street Group, Washington, DC
2014-16	Turnaround Teacher Teams Fellow, TeachPlus, Washington, DC
2011-13	Elementary Teacher, DC Preparatory Academy, Washington, DC

RESEARCH AND SCHOLARLY ACTIVITIES

Research Experience

2024	Research Assistant, Completed systematic literature review manuscript. Supervised by Dr. Meghan Comstock. University of Maryland, College Park, MD
2023-24	Graduate Assistant, School Improvement Leadership Academy in the Center for Educational Innovation and Improvement. Supervised by Dr. Cherise Hunter and Damaris Blondonville-Ford. University of Maryland, College Park, MD

- 2015-16 National Teacher Fellow, Researched and published report On Deck: Preparing the Next Generation of Teachers. Supervised by Celia Gregory and Wendy Uptain. Hope Street Group, Washington, DC.

Conference Presentations

- 2024 Empowering novice bilingual educators: Strategies for DLBE classrooms. Maryland Initiative for Literacy & Equity (MILE) Dual Language Educator Conference. College Park, MD. (June 2024).
- 2020 Queering elementary classrooms: Equitable spaces for LGBTQ+ identities. ASCD Empower. Los Angeles, CA. (Canceled due to COVID-19, March 2020).
- 2018 Grappling with slavery with young people: Historic sites in partnership. National Council for Social Studies Conference. Chicago, IL. (Dec. 2018).

Poster Presentations

- 2024 Empowering future educators: Humanizing and critical pedagogies. Innovations in Teaching and Learning Conference. College Park, MD. (May 2024).
- 2022 Dashboard models: An equity approach to school quality and support. EmpowerEd Teacher Solutions Summit. Washington, DC. (April 2022).

Invited Talks

- 2023 Civic engagement in elementary social studies classrooms. Seminar presentation. TLPL362 Curriculum and Instruction in Elementary Education: Social Studies. Dr. Lisa Eaker. UMD, College Park, MD. (Dec. 2023).
- 2016 Innovative and promising approaches to teacher prep. Shared panel. The U.S. Department of Education. Washington, DC. (May 2016).
- 2015 An evening to celebrate DC community schools. Shared panel. Latin American Youth Center and Coalition for Community Schools. Washington, DC. (Nov. 2015).
- 2015 Data: The conversations we're not having. A policy discussion about the role of education data with policy leaders and educators. Introductory speaker. Data Quality Campaign. Washington, DC. (Oct. 2015).

Working Papers

- 2024 Comstock, M., Reikosky, N., & **Norton, C.** (Under review). *Conceptions of equity and justice in educational policy research: Toward a unifying conception and a path forward.*

Practitioner Articles

- 2022 Baum, M., Cuevas, A., Cole, S., Mullings, R., **Norton, C.**, & Sanabria, P. (Jan. 2022) Teacher-advocates: DC schools need supports, not STARs (The DC Line). Retrieved from [Teacher-advocates: DC schools need supports, not STARs – TheDCLine.org](https://www.thedcline.org/teacher-advocates-dc-schools-need-supports-not-stars/)
- 2017 Norton, C. (June 2017) Title IIA funds are vital to teacher growth and student success (Hope Street Group). Retrieved from [Title IIA funds vital to teacher growth and success](https://www.hopestreethq.org/title-ii-a-funds-are-vital-to-teacher-growth-and-student-success/)
- 2016 Norton, C. (June 2016) The importance of inclusive classrooms and authentic identities (Teacher2Teacher). Retrieved from [The Importance of inclusive classrooms and authentic identities](https://www.teacher2teacher.com/the-importance-of-inclusive-classrooms-and-authentic-identities/)
- 2016 Norton, C. (May 2016). The first year of teaching doesn't have to feel like a fraternity hazing (The Hechinger Report). Retrieved from [The first year of teaching doesn't have to feel like a fraternity hazing](https://www.thehechingerreport.org/the-first-year-of-teaching-doesnt-have-to-feel-like-a-fraternity-hazing/)

TEACHING AND MENTORING

Higher Education Teaching

University of Maryland

- 2025 Teaching Assistant, TLPL361 Community, Learners, and Classroom Engagement (3 credits)
- 2024 Lead Instructor, TLPL360 Foundations of Education (3 credits)
- 2024 Lead Instructor, WEID139B Navigating Social Identity Difference through Intergroup Dialogue: Race (1 credit)
- 2024 Teaching Assistant, TLPL250 Historical and Philosophical Perspectives on Education (3 credits)
- 2024 Lead Instructor, TLPL340 Children's Literature and Critical Literacy (3 credits)
- 2023-24 Teaching Assistant, TLPL360 Foundations of Education (3 credits)

University Supervision

University of Maryland

2025- Lucas Crowley, Melannie Grageda, Ephod Juma, Maggie Reed (Spring 2025)

American University

2014-21 Maya Killingsworth (Fall 2020; Spring 2021); Estefania Chiari (Spring 2020);
Francesca Woo (Spring 2018); Katherine Waldmann (Fall 2018); Patricia Donati (Fall
2014; Spring 2015)

Mississippi State University

2015 Alexa Cacibauda (Fall 2015)

PROFESSIONAL SERVICE AND OUTREACH

University Service

University of Maryland

2025- Student organizer, Spring Education Symposium, Department of Teaching and
Learning, Policy and Leadership
2024- Department Assembly Representative, Graduate Student Association,
Department of Teaching and Learning, Policy and Leadership
2023-24 Coordinator, LGBTQIA+ Affinity Group, College of Education
2023-24 Academic Appeals Representative, Graduate Student Association,
Department of Teaching and Learning, Policy and Leadership
2023-24 Facilitator, Words of Engagement: Intergroup Dialogue Program (WEIDP),
Office of Diversity and Inclusion

Reviewing Activities

2025 State Reviewer, *District Educator Preparation Providers (EPPs)*, Office of the
State Superintendent of Education (OSSE), Washington, DC
2025 Article Reviewer, *Literacy Research: Theory, Method, and Practice (LR: TMP)*
2024-25 Abstract Reviewer, *TALLER (Transdisciplinary Approaches to Language and Literacy
in Educational Research) Conference*, College Park, MD

GRANTS AND AWARDS

Grants

2019 Laberinto Projects - Visual Literacy as a Tool for Cultural Proficiency in the
Classroom, Fund For Teachers
Role: Principal Investigator Award: \$2,650

Awards

2014-22	Highly Effective IMPACT Evaluation Rating, DC Public Schools
2022	Excellence in Group Advocacy Award, EmpowerEd
2019	Excellence in Equity School Award, DC Public Schools
2018	Exemplary Mathematics Teacher Award, Benjamin Banneker Association
2010-11	Truman K. Powers Scholarship, Ithaca College
2009-11	Dean's List, Ithaca College
2009-11	Presidential Scholarship, Ithaca College
2009	The JCC Trustee Award, Jamestown Community College
2009	Roger C. Seager Presidential Scholarship, Jamestown Community College
2007-09	Dean's List, Jamestown Community College
2007-09	The Unified Student Assistance Scholarship, Jamestown Community College