

CODY B. NORTON

CURRICULUM VITAE

Personal Information

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Research Interests

abolitionist frameworks, community organizing, critical literacy, critical pedagogy, critical whiteness studies, queer pedagogy, teacher activism, teacher preparation

EDUCATION AND EMPLOYMENT

Educational Background

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

Industry Employment

2025 Writing Coach (Contract), Arts for Learning - Maryland, Baltimore, MD
 2023 Instructional Coach (Contract), City Teaching Alliance, Washington, DC
 2023 Curriculum Writer (Contract), DC History Center, Washington, DC
 2022-23 Coordinator, Content and Curriculum, DC Public Schools, Washington, DC
 2022 Campaign Advisor, Ben Williams State Board of Education, Washington, DC
 2013-22 Elementary Teacher, DC Public Schools, Washington, DC
 2011-13 Elementary Teacher, DC Preparatory Academy, Washington, DC

Teaching Fellowships

2021-22 Organizing Fellow, EmpowerEd, Washington, DC
 2018-20 Emerging Leader, ASCD, Washington, DC
 2015-16 National Teacher Fellow, Hope Street Group, Washington, DC
 2014-16 Turnaround Teacher Teams Fellow, TeachPlus, Washington, DC

Professional Certifications, Licenses, and Memberships

2021-25 DC Office of the State Superintendent (OSSE) Early Childhood / Pre K-3 Grade Level Standard Teaching License.

RESEARCH AND SCHOLARLY ACTIVITIES

Conferences, Workshops, and Talks

Invited Talks

- 2023 Norton, C. (Dec. 2023). *Civic engagement in elementary social studies classrooms*. Seminar presentation. TLPL 362 Curriculum and Instruction in Elementary Education: Social Studies. University of Maryland, College Park, MD.
- 2015 Norton, C. (Oct. 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.

Refereed Presentations

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

Refereed Posters

- 2024 Norton, C. (May 2024). *Empowering future educators: Humanizing and critical pedagogies*. Innovations in Teaching and Learning Conference. College Park, MD.

Refereed Panels

- 2016 Norton, C. & Colleagues. (May 2016). *Innovative and promising approaches to teacher prep*. The U.S. Department of Education. Washington, DC.

Non-Refereed Posters

- 2022 Norton, C. (April 2022). *Dashboard models: An equity approach to school quality and support*. EmpowerEd Teacher Solutions Summit. Washington, DC.

Non-Refereed Panels

- 2015 Norton, C. & Colleagues. (Nov. 2015). *An evening to celebrate DC community schools*. Latin American Youth Center (LAYC) and Coalition for Community Schools. Washington, DC.

Non-Refereed Curriculum

- 2023 Norton, C. (Aug. 2023). [*Clarice Smith neighborhood history program curriculum*](#). DC History Center. Washington, DC.

Significant Works in Public Media

Commentary / Analysis

- 2022 Baum, M., Cuevas, A., Cole, S., Mullings, R., **Norton, C.**, & Sanabria, P. (Jan. 2022). [*Teacher-advocates: DC schools need support, not STARS*](#). The DC Line.
- 2017 Norton, C. (May 2017). *Title IIA funds are vital to teacher growth and student success*. Hope Street Group.
- 2016 Norton, C. (June 2016). [*The importance of inclusive classrooms and authentic identities*](#). Teacher2Teacher.
- 2016 Norton, C. (May 2016). [*The first year of teaching doesn't have to feel like a fraternity hazing*](#). The Hechinger Report.

Works in Progress

Book Chapters

- 2026* Norton, C. (*Accepted - publication expected mid-2026). *Transformative critical literacy in elementary classrooms*. In L. DeMartino & L. Fetman (Eds.), *Liberating and Transforming Curriculum and Pedagogy* (pp. xx-xx). Myers Education Press.
- 2026* Norton, C. (*Accepted - publication expected mid-2026). *From theory to action: developing activist educators in teacher preparation*. In A. Eizadirad, E. Kilinc, & J. M. Straub (Eds.), *Research as Activism in Education: Community-Oriented Perspectives* (pp. xx-xx). Springer Nature Switzerland AG.

Journal Articles

- 2025 Norton, C. (In progress). *From classrooms to movements: A case study of teacher-led community organizing*. Target Journals: Education, Citizenship and Social Justice; Power and Education; & Urban Education.
- 2025 **Norton, C.**, Baynard, E., Dishon, M., Guitunga, C., & Wang, Y. D. (In progress). *The hidden curriculum of doctoral education: A duoethnographic study exploring the unspoken norms and power structures of teacher education programs*. Target Journals: Action in Teacher Education & Teacher Education Advancement Network.
- 2025 Comstock, M., Reikosky, N., & **Norton, C.** (Revise & resubmit). *Conceptualizing equity and justice in education policy research: Toward a unifying framework and a path forward*. Review of Research in Education Volume 49, Equitable Educational Systems that Cultivate Thriving.

Conference Presentations

- 2025 **Norton, C.** & Hu, X. H. (In progress). *Humanizing Teaching and Learning: Strategies for Supporting International and Minoritized Students*. Reimagining Education Summer Institute. Columbia University. New York, NY.

Funded Research and Programs

Grants

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

Research Experience

- 2024-25 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 the report *On Deck: Preparing the Next Generation of Teachers*. Supervised by Celia Gregory and Wendy Uptain. Hope

Street Group. Washington, DC.

TEACHING AND MENTORING

Courses Taught

- 2024 TLPL 360 Foundations of Education (3 credits)
- 2024 WEID 139B Navigating Difference through Intergroup Dialogue: Race (1 credit)
- 2024 TLPL 340 Introduction to Children's Literature and Critical Literacy (3 credits)

Teaching Assistantships

- 2025 TLPL 361 Community, Learners, and Classroom Engagement (3 credits)
- 2024 TLPL 250 Historical and Philosophical Perspectives on Education (3 credits)
- 2023-24 TLPL 360 Foundations of Education (3 credits)

Teaching Innovations

Course Development

- 2024 TLPL 360 Foundations of Education (3 credits). [Created original syllabus.](#)
- 2024 TLPL 340 Introduction to Children's Literature and Critical Literacy (3 credits).
[Created original syllabus.](#)

Mentorship

University Supervision

- 2025- Lucas Crowley & Maggie Reed (Spring 2025). University of Maryland.
- 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). American University.
- 2015 Alexa Cacibauda (Fall 2015). Mississippi State University.

PROFESSIONAL SERVICE

University Service

College Level Service

- 2023-24 Coordinator. LGBTQIA+ Affinity Group. College of Education. College Park, MD.

Department Level Service

- 2025- Student Organizer. Spring Education Symposium. Department of Teaching and

Learning, Policy and Leadership. College Park, MD.

2024- Department Assembly Representative, Graduate Student Association. Department of Teaching and Learning, Policy and Leadership. College Park, MD.

2023-24 Academic Appeals Representative. Graduate Student Association. College of Education Department of Teaching and Learning, Policy and Leadership.

Reviewing Activities

Reviewing Activities for Journals

2025 Manuscript Reviewer. *Literacy Research: Theory, Method, and Practice*.

Reviewing Activities for Agencies and Foundations

2025 Program Reviewer. *DC Office of the State Superintendent of Education (OSSE) District Educator Preparation Providers*. American University School of Education. Washington, DC.

2025 Program Reviewer. *International Society for Technology in Education (ISTE) Teacher Candidate Portfolios*. University of Maryland Department of Teaching and Learning, Policy and Leadership. College Park, MD.

Reviewing Activities for Conferences

2025 Conference Proposal Reviewer. *Education in Context: Research, Systems, and the Future of Evidence-Based Change Conference*. Society for Research on Educational Effectiveness (SREE). Rockville, MD.

2024-25 Abstract Reviewer. *TALLER (Transdisciplinary Approaches to Language and Literacy in Educational Research) Conference*. University of Maryland. College Park, MD.

AWARDS AND HONORS

Teaching 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