

MEGAN FARNSWORTH, Ph.D.

Curriculum Vita

Updated February 2025

Adjunct Faculty
Southern Oregon University
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Ashland, OR 97520
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EDUCATION

- 2010 **PhD in Multicultural Special Education**, University of Arizona. Tucson, AZ.
Dissertation Title: *Exploring the Changing Identities of English Learners in a Kindergarten Community of Practice*
Committee: Drs. Todd Fletcher (Chair), Alfredo Artiles, Ana Christina DaSilva Iddings, and Rudolph Troike
Minor: English as a Second Language
- 2003 **Master of Science in Education (MSEd)**, Southern Oregon University. Ashland, OR. Thesis Title: *Does the Explicit Teaching of Morphological Suffixes Affect the Reading Fluency of English Language Learners?* Advisor: Dr. Gerald McCain
- 1995 **Bachelor's degree (BA)** in Cultural Geography. Minor: Teaching English as a Second Language. Humboldt State University. Arcata, CA

TEACHING CERTIFICATIONS

- 2023 Oregon Continuing Teaching License Special Education K-8; English Speakers of Other Languages (ESOL) Endorsement K-12; State of Oregon, Teacher Standards and Practice Commission
- 2010 Cross-Categorical Special Education Teaching Certificate; English as a Second Language Endorsement K-12. Arizona Initial Teaching Certificate, Arizona Department of Education

PROFESSIONAL TEACHING EXPERIENCE

Post-Secondary Education

- 2023-25 **Adjunct Instructor**, English as a Second Language. Rogue Community College. Pre-College Education program. Medford, OR
- 2023-25 **Research Consultant** Implementation coach. Southern Oregon Regional Education Network (SOREN). Medford, OR
- 2023-25 **Adjunct Faculty**. Southern Oregon University. Ashland, OR
ED399 Stress and Nervous System
ED399 Children with Special Needs
ECE450 & 550 Trauma Informed Care and Restorative Justice

Associate Professor, Southern Oregon University (tenured 2016)

2019-23	MSEd503b Professional Portfolio
MSEd	READ512 Foundations of Literacy
2020-23	Coordinator School Mental & Behavioral Health Micro-Credential. In collaboration with Southern Oregon Educational Service District Undergraduate general education elective credits for community.
2010-2020	SPED 514 Curriculum, Instruction and Assessment
Special Education	SPED 529/539 Interventions Academic Skills-Reading SPED 511 Internship: Advanced Curricula WorkSample SPED 528/538 Characteristics of Exceptionalities
Elementary Ed	ED 431 Teaching English Language Learners ED 470 Exceptional Child ED 463 Literacy Methods ED 460 Multicultural Education ED 252 Social Foundations of Education
Master of Arts Teaching K-12	MAT 530 Responsive Inclusive Strategies MAT 520 Supervision Field Experience MAT 522 Diversity & Learning Difference
Early Childhood	ED 399 Young Children w/Special Needs Collaborating with ELL Families
ESOL	ED 543 Foundations in ESOL
Endorsement	ED 544 ESOL Strategies in English Language Development ED 545 1st & 2d Language Acquisition ED 546 ESOL Assessment ED 547 Impact of Culture in the Classroom ED 548 Culture, Family & Community Involvement ED 521/549 Portfolio; Practicum: Taught, observed, supervised candidates earning ESOL endorsement, evaluated WorkSample. ESOL program coordinator 2015-16

Adjunct Instructor, Pima Community College. Tucson, AZ

Tucson, AZ	ECE 117 Early Childhood Education
2009-10	ESL 060 English as a Second Language ESL 080 Academic Language (ESL dept)

Teaching Experience K-12

2006-09	<i>ESL Teacher</i> (Grades K-8). English Language Development and Content (Language Arts and Mathematics). Tucson Hebrew Academy. Tucson, AZ
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2000-06 *ESL Teacher* (Grades K-8). English Language Development District Specialist. Roseburg Public Schools. Roseburg, OR

International Experience

2017-18 **Guest English Teacher.** Chombo Village school. NKhotakota, Malawi; grades 1-8, and women group. During sabbatical, developed Literacy curriculum for (1) women (out of school), and (2) elementary teachers.

2007 **Guest English Teacher.** Central Attencion Multiples. Guanajuato, Mexico. Students with Severe & Profound Disabilities, ages 13-33. Developed Literacy curriculum for students and teachers.

SCHOLARSHIP

Peer-Reviewed Publications

Farnsworth, M. (2021). Story as advocacy: Preservice teachers discover resilience, purpose, and identities of well-being. *International Journal of Emotional Education*, 13(1); 20-34.

<https://www.um.edu.mt/ijee/previousissues/vol.13,issue1april2021>

Adams, R. & Farnsworth, M. (2020). Culturally responsive teacher education for rural and native communities. *Multicultural Perspectives*, 22(2); 84-90.

<https://doi.org/10.1080/15210960.2020.1741367>

McCain, G. & Farnsworth, M. (2018). *Determining Difference from Disability: What Culturally Responsive Teachers Should Know*. NY: Routledge.

Farnsworth, M. (2016a). *Consider culture before referral of English Language Learners for special education services*. Colorín Colorado. <http://www.colorincolorado.org/article/consider-culture-referral-culturally-and-linguistically-diverse-students-special-education>

Farnsworth, M. (2016b). Differentiating second language acquisition from specific learning disability: An observational tool assessing Dual Language Learners' pragmatic competence. *Young Exceptional Children*. doi: 10.1177/1096250615621356.

Farnsworth, M. (2016c). Self-study in emotion work: Organizing chaos by negotiating public and private grief. *Studying Teacher Education*, 12(2) pp. 222-239.

Farnsworth, M. & McKenzie, J.Z. (2015). What inclusive dispositions contribute to Culturally Linguistically Diverse Exceptional students' success? *International Journal of Special Education*, 30(3) pp. 1-20.

Farnsworth, M. (2014). *When are we mirrors? When are we doors? Participation in reflecting and opening to Emotional Intelligence*. Tenth International conference Proceedings of Self-Study on Teacher Education Practices (SIG) American Education Research Association: Changing Practices for Changing Times, Past, Present & Future Research in Self-Study.

Farnsworth, M. (2012). Who's coming to my party? Peer talk as a bridge to oral language proficiency. *Anthropology and Education Quarterly*, 43(3) pp. 253-270.

Farnsworth, Megan (2010). *Exploring the Changing Identities of English Learners in a Kindergarten Community of Practice*. ProQuest LLC.

GRANT ACTIVITIES

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| 2015-16 | Mentor <i>Teaching Argument Writing Collaborative</i> (TAWC) grant with Oregon Writing Project, sponsored by Oregon Department of Education (3K). Consultant for Secondary teachers in four districts teaching argumentative writing grades 6-12. Principal Investigator: Margaret Perrow Della Santini. |
| 2014-15 | Recipient of <i>American Indian/ Alaskan Native Culturally Relevant Teaching, Learning, and Pedagogy Grant, Klamath Basin Trail</i> (100k). Grant received from Oregon Department of Education for Klamath Falls county district. Training for Chiloquin elementary and middle/high school staff to raise student AYP scores as focus school. |
| 2014 | Consulting member (Southern Oregon University and Rogue Community College) on grant, <i>Oregon Minority Educator Pipeline Grant</i> (200k) submitted to Oregon Department of Education. |
| 2013-14 | Participant in Southern Oregon Education Service District grant for <i>Mentor Teacher Program</i> (House Bill 2574). Mentored first year special education teachers. Beginning Teacher Center. |
| 2013 | McCain, G., Farnsworth, M. , West, D. & Florendo, B. <i>Kum Tux Hiyu: A New Model for Teacher Education</i> . Oregon Indian Education Grant submitted to U.S. Department of Education. |

AWARDS Southern Oregon University

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| 2021 | Carpenter 1 Grant to develop Special Education minor for School of Education |
| 2019 | Provost Professional Development Supplemental Support award. Council for Exceptional Children (CEC) conference, Indiana |
| 2017-18 | Carpenter 1 Grant award (5k) to support library and women's development activities in Chombo village, Malawi |
| 2016 | Carpenter 1 grant award (2k) for research investigating Teacher Education for students with Special Needs in Indonesia |
| 2018- 13 | Carpenter 2 Grant awards to present original research at: <ul style="list-style-type: none"> • National Association of Multicultural Education (NAME) conferences Salt Lake City, UT (2016); New Orleans, LA (2015) • Council for Exceptional Children, San Diego and Portland • Tenth International conference of Self-Study on Teacher Education Practices American Education Research Association. Herstmonceaux Castle, Sussex England (2014) • World Education Research Association, Guanajuato, Mexico (2013) |

- 2013 Professional Development Grant recipient to develop *Super Teacher Program*: Preparing general education teachers for Master of Arts with ESOL endorsement and emphasis in SPED.

SCHOLARLY PRESENTATIONS (International)

- Farnsworth, M.** (2024). *Befriending your Nervous System*. Holistic Teaching and Learning Conference; Ashland, OR
- Farnsworth, M.** (2023). *Story as Advocacy for Resilience and Well-Being*. International conference on Disability and Diversity. University of Hawai'i. Disability Studies. Honolulu, HI
- Farnsworth, M.** (2019). *Decolonizing Emotional Behavioral Disorder*. National Association for Multicultural Education (NAME); Tucson, AZ
- Adams, R., **Farnsworth, M.** & Wilder, E. (2019). *How Satellite Programs can serve American Indian Rural Communities*. National Association for Multicultural Education (NAME); Tucson.
- Farnsworth, M.** (2018). *Determining difference from disability: What culturally responsive teachers should know*. Council for Exceptional Conference; Indianapolis, IN
- Adams, R. & **Farnsworth, M.** (2017). *How do we effectively teach PreService Teachers to be culturally responsive to their own rural place-based communities?* National Association for Multicultural Education (NAME); Salt Lake City, UT
- Farnsworth, M.** (2017). *Exploring the spiritual nature of Exceptionalities*. Holistic Teaching and Learning Conference. Southern Oregon University. Ashland, OR
- Adams, R. & **Farnsworth, M.** (2016). *How do we teach rural teachers about American Indian students' Funds of Knowledge?* National Association for Multicultural Education (NAME). New Orleans, LA
- Farnsworth, M.** & Mackenzie, J.Z. (2015). *What inclusive dispositions contribute to Culturally Linguistically Diverse Exceptional students' success?* Council for Exceptional Children (CEC). CA
- Farnsworth, M.** (2014). *When are we mirrors? When are we doors? Participation in reflecting and opening to Emotional Intelligence*. Tenth International conference of Self-Study on Teacher Education Practices (SIG) American Education Research Association. Herstmonceux Castle; Sussex, England
- Farnsworth, M.** & Belcastro, A. (2014). *Integration of cooperative learning and language development strategies*. Association for Supervision and Curriculum Development (ASCD). Los Angeles
- Farnsworth, M.** (2013). *Who cares? The effects of "shooter drills" on preservice teachers and resulting emotional management systems*. World Education Research Association. Guanajuato, Mexico
- Farnsworth, M.** (2013). *Can art reduce teacher talk? Adding art (STEAM) to mathematics (STEM) for English Language Learners*. Pacific Circle Consortium International conference. University of Hawai'i Manoa. Honolulu, HI
- Farnsworth, M.** (2012). *Is My ELL exhibiting signs of a Learning Disability? The role of teacher observation in determining a learning disability from a language difference*. International conference on Disability and Diversity. University of Hawai'i. Disability Studies. Honolulu, HI

State/Regional Presentations

- 2019 *Supporting women's economic development through literacy in Malawi.* Southern Oregon Arts & Research conference. Southern Oregon University. Ashland
- 2018 *Determining difference from disability: What culturally responsive teachers should know.* Oregon Department of Education: COSA Special Education annual conference. Eugene, OR
- 2018 *Determining difference from disability: What culturally responsive teachers should know.* Southern Oregon Education Services District training for educators and administrators. Medford, OR
- 2015 *We need Latinx teachers now!* Academia Latinx program. Southern Oregon University. Ashland, OR

SERVICE

2016-19 Served as coordinator for *Educate Chombo*, service organization with mission to provide education to women in Chombo Village, Malawi, Africa. During sabbatical, traveled to Chombo village (December 2017 and 2018) to teach classes in reading, health, and economic development skills (sewing, menstrual pads). **Raised \$20K** to build community library, support women tailors and feeding program. <https://ktvl.com/news/local/sou-professor-and-student-are-building-a-library-in-rural-africa>

- 2018 Educate Chombo was nominated for Service and Sustainability award from SOU Sustainability programs
- 2010-18 Conference Proposal Reviewer for Council for Exceptional Children (Division of Diverse Exceptional Learners) annual meetings.

PROFESSIONAL ORGANIZATIONS

- Council for Exceptional Children (CEC) 2007-2022
- American Educational Research Association (AERA) 2007-2020
- Special Interest Groups: Sociocultural Context of Education, Teacher and Teacher Education, and Self-Study SIGs
- Teaching English to Speakers of Other Languages (TESOL) 1997-2020
- National Association of Multicultural Education (NAME) 2012- 2020

REFERENCES: Upon Request