

Martin J. Wasserberg

Watson College of Education| Education Building - Room 239
University of North Carolina - Wilmington
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CURRENT POSITION

Assistant Professor Department of Early Childhood, Elementary, Middle, Literacy and Special Education Watson College of Education University of North Carolina – Wilmington	2010 –
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EDUCATION

Ph.D. Curriculum & Instruction , Urban Education specialization Florida International University	2009
M.S. Urban Education , TESOL specialization Florida International University	2003
B.A. Elementary Education with Honors , second major in Psychology University of North Carolina at Chapel Hill	2000

PROFESSIONAL PUBLICATIONS

Books and Chapters:

Wasserberg, M. J. (2014). Voices from the field: Elementary student perspectives on standardized test-based school reform. In J. L. Devitis & K. Teitelbaum (Eds.), *School Reform Critics: The Struggle for Democratic Schooling* (pp. 189-200). New York: Peter Lang Publishing.

Walker, B. and **Wasserberg, M. J.** (2013). *The incredible work of the elementary school* (2nd ed.). Dubuque, IA: Kendall Hunt.

Walker, B. and **Wasserberg, M. J.** (2011). *The incredible work of the elementary school*. Dubuque, IA: Kendall Hunt.

Peer Reviewed Manuscripts:

Wasserberg, M. J., & Rottmann, A. (in press, 2016). Urban high school students' perspectives on test centered curriculum. *American Secondary Education Journal*.

Wasserberg, M. J. (in press, 2016). Stereotype threat effects on African American and Latino elementary students tested together. *Journal for Multicultural Education*.

Wasserberg, M. J. (in press, 2016). High-achieving African American elementary students'

perspectives on standardized testing and stereotypes. *Journal of Negro Education*.

Wasserberg, M. J. (2014). Stereotype threat effects on African American children in an urban elementary school. *Journal of Experimental Education*, 82(4), 502-517.

Wasserberg, M. J. (2012). "She had a caterpillar with her and loved all kinds of slimy things normal girls would not touch," Combating gender bias with nontraditional literature in an urban elementary classroom. *Networks: An On-Line Journal for Teacher Research*, 14(1), 1-9.

Rodriguez, L. F., & **Wasserberg, M. J.** (2010). From the classroom to the country: Engaging marginalized youth in research for educational rights. *Journal of Urban Education: Focus on Enrichment*, 7(1), 103-107.

Revise and Resubmit

Wasserberg, M. J. (revise and resubmit). African American and Latino elementary student voice in a test-centered school environment.

Under Review

Published Conference Proceedings:

Wasserberg, M. J. (2010). "I'm trying to bring the scores of my school up, man!" Standardized testing, stereotypes, and high-performing African American elementary school students. In M. S. Plakhotnik, S. M. Nielsen, & D. M. Pane (Eds.), *Proceedings of the Ninth Annual South Florida Education Research Conference*. Miami, FL: Florida International University. (Lorraine R. Gay Award for Excellence in Research/Scholarship – Best Graduate Student Paper)

Wasserberg, M. J. and Rodriguez, L. F. (2009). Project POWER: Promoting our will through education and research. In M. S. Plakhotnik, S. M. Nielsen, & D. M. Pane (Eds.), *Proceedings of the Eighth Annual South Florida Education Research Conference* (pp. 140-145). Miami, FL: Florida International University.

Wasserberg, M. J. (2008). Gender biases and nontraditional literature in the urban elementary classroom. In M. S. Plakhotnik & S. M. Nielsen (Eds.), *Proceedings of the Seventh Annual College of Education Research Conference* (pp. 163-172). Miami, FL: Florida International University.

Wasserberg, M. J. (2008). No Child Left Behind, Stereotype Threat, and the Standardized Testing of African American Third-Graders. In M. S. Plakhotnik & S. M. Nielsen (Eds.), *Proceedings of the Seventh Annual South Florida Education Research Conference* (pp. 173-183). Miami, FL: Florida International University.

Wasserberg, M. J. (2007). Stereotype threat and standardized test performance of Black children: When does the threat become a relevant performance inhibitor? In M. S. Plakhotnik & S. M. Nielsen (Eds.), *Proceedings of the Sixth Annual South Florida Education Research Conference*. Miami, FL: Florida International University.

Selected Papers in Progress:

Wasserberg, M. J. (in progress). Youth engagement for success (Y.E.S.): Connecting teacher education with student voice.

CONFERENCE PRESENTATIONS

National:

Wasserberg, M. J. (2015). *Domain identification as a moderator of stereotype threat effects on African American children*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Wasserberg, M. J. (2014). *Standardized testing and stereotypes: Listening to urban elementary school students*. Poster presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Wasserberg, M. J. (2014). *Resisting the marginalization of test-practice pedagogy with elementary student voice*. Paper presented at the National Youth at Risk Conference, Savannah, GA.

Wasserberg, M. J. (2013). *The missing voices: Urban elementary school students talk about test-centered curriculum and stereotyping*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

Wasserberg, M. J. (2013). *PAR as a means to engage marginalized elementary students and to help prepare pre-service teachers*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

Wasserberg, M. J. (2010). *"White people gonna be thinking that it's just an F": Stereotype threat in an urban elementary school*. Paper presented at the American Educational Research Association Annual Meeting, Denver, CO.

Wasserberg, M. J. (2009). *The invisible influence: Stereotypes and the high-stakes testing of African American elementary school students*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Wasserberg, M. J., & Rodriguez, L. F. (2009). *Classroom dialogue toward social justice outcomes: Using action research to engage marginalized children*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Dinehart, L. H., **Wasserberg, M. J.**, Pena, J., Marin, M. M., & Palenzuela, S. M. (2009). *Hours spent daily in an Early Reading First classroom predicts pre-k students' English expressive language ability*. Poster presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Marin, M. M., Dinehart, L. H., **Wasserberg, M. J.**, Pena, J., & Palenzuela, S. M. (2009). *TOPEL pre-test scores: Demographic differences in Latino and Caribbean children*. Poster presented at the American Psychological Association Annual Meeting, Toronto, Canada.

Wasserberg, M. J. (2008). *Stereotype threat and the standardized testing experiences of African American children in an urban elementary school*. Poster presented at the American Educational Research Association Annual Meeting, New York, NY.

Regional:

Wasserberg, M. J. (2016). *Listening to the voices of marginalized elementary students*. ("Teaching the teachers"). Paper to be presented at the Eastern Educational Research Association Annual Conference, Hilton Head Island, SC.

Wasserberg, M. J. (2012). *Project Y.E.S. (Youth engagement for success): Participatory action research as a catalyst for university-school collaboration*. Paper presented at the Eastern Educational Research Association Annual Conference, Hilton Head Island, SC.

Wasserberg, M. J. (2012). *Stereotype threat at work in an urban elementary school*. Paper presented at the Eastern Educational Research Association Annual Conference, Hilton Head Island, SC.

Wasserberg, M. J. (2012). *"PAR for the course": Participatory action research as a vehicle for incorporating the voices of marginalized students in research and teacher education*. Paper presented at the Southeastern Association of Educational Studies Conference, Columbia, SC.

Wasserberg, M. J. (2012). *The left behind voices of No Child Left Behind*. Paper presented at the Southeastern Association of Educational Studies Conference, Columbia, SC.

State and Local:

Wasserberg, M. J. (2015). *Standardized testing and elementary student voices*. Poster presented at the Watson College of Education Research Showcase, Wilmington, NC.

Wasserberg, M. J. (2015). *Stereotypes, standardized testing, and the voices of marginalized elementary students: An opportunity for classroom-based reform*. Presented at the Watson College of Education Brown Bag Series, Wilmington, NC.

Wasserberg, M. J. (2013). *Connecting equity-based teacher education and research: The Youth Engagement for Success Project*. Paper presented at the North Carolina Association for Research in Education Annual Meeting, Wilmington, NC.

Wasserberg, M. J. (2012). *Participatory action research in urban schools & the value of student perspectives*. Paper presented at the North Carolina Association for Research in Education Annual Meeting, Winston-Salem, NC.

Wasserberg, M. J. (2011). *"How you gonna breathe, man, how you gonna breathe!?" Standardized testing pressures in an urban elementary school*. Paper presented at the North Carolina Association for Research in Education Annual Meeting, Charlotte, NC.

Wasserberg, M. J. (2011). *Testing while Black: The effect of stereotype threat on top-performing African American students in an urban elementary school*. Paper presented at the North Carolina Association for Research in Education Annual Meeting, Charlotte, NC.

Wasserberg, M. J. (2010). *"I'm trying to bring the scores of my school up, man!" Standardized testing, stereotypes, and high-performing African American elementary school students*.

Paper presented at the Ninth Annual South Florida Education Research Conference, Miami, FL.

Wasserberg, M. J., & Rodriguez, L. F. (2009). *Project POWER: Promoting our will through education and research.* Paper presented at the Eighth Annual South Florida Education Research Conference, Miami, FL.

Wasserberg, M. J. (2009). *Do the number of hours pre-k students spend daily in an Early Reading First classroom predict their expressive language ability?* Paper presented as part of a symposium at the Eighth Annual South Florida Education Research Conference, Miami, FL.

Wasserberg, M. J. (2008). *Nontraditional gender role literature as a catalyst for dialogically based change in an urban elementary classroom.* Paper presented at the Florida Association of Teacher Educators Annual Conference, Orlando, FL.

Rodriguez, L. F., & **Wasserberg, M. J. (2008).** *Project P.O.W.E.R.: Engaging marginalized youth in research initiatives.* Paper presented at the Florida Association of Teacher Educators Annual Conference, Orlando, FL.

Wasserberg, M. J. (2008). *No Child Left Behind, stereotype threat, and the standardized testing of African American third graders.* Paper presented at the Seventh Annual South Florida Education Research Conference, Miami, FL.

Wasserberg, M. J. (2008). *Gender biases and nontraditional literature in the urban elementary classroom.* Paper presented at the Seventh Annual South Florida Education Research Conference, Miami, FL.

Wasserberg, M. J. (2007). *Stereotype threat, achievement goals, and the test performance of African American children.* Paper presented at the Florida Association of Teacher Educators Annual Conference, Orlando, FL.

Wasserberg, M. J. (2007). *Stereotype threat and the standardized test performance of Black children: When does the threat become a relevant performance inhibitor?* Paper presented at the Sixth Annual South Florida Education Research Conference, Miami, FL.

Invited Sessions:

Wasserberg, M. J. (2013). *A discussion on "Race to Nowhere."* Invited panelist. Watson College of Education Film Series, University of North Carolina - Wilmington, Wilmington, NC.

Wasserberg, M. J. (2009). *A discussion on "The Life of the Mind."* Invited panelist. Faculty Convocation Luncheon, Florida International University, Miami, FL

Moderator:

Eleventh Annual South Florida Education Research Conference, Miami, FL. (2012)

AD-HOC REVIEWER

Multicultural Perspectives	2015 –
Cultural Diversity and Ethnic Minority Psychology	2015 –
American Journal of Orthopsychiatry	2015 –
Journal of Negro Education	2013 –
Journal of Research in Education	2013 –
Urban Education	2011 –

UNIVERSITY COURSES TAUGHT

Assistant Professor	2010 –
Watson College of Education	
University of North Carolina – Wilmington	

Graduate Level

EDN 508, Advanced Diverse Learners
EDN 524, Action Research for Elementary Educators
LIC 500, Advanced Study of Theory and Pedagogy in Elementary Education
LIC 519, Advanced Teaching Diverse Learners
EDN 595, Special Topics: Media Representations of Teachers and Schools
LIC 560, MAT Intern Supervision (K-6)

Undergraduate Level

EDN 330, Teaching Diverse Learners (K-6)
EDN 300, Elementary School Programs and Practices
EDNL 300, Elementary School Programs and Practices Field Experiences
EDN 334, Elementary Social Studies Curriculum and Instruction
EDN 200, Teacher, School and Society
EDN 411, Intern Supervision (K-6)

Adjunct Professor	2008 – 2010
College of Education	
Florida International University, Miami, Florida	

Graduate Level

EDF 6608, Social, Historical & Philosophical Foundations of Education

Undergraduate Level

EDF 1005, Introduction to Education
EDG 3321L, General Instructional Decision Making Lab

Guest Lecturer, Graduate Level

EDF 6689 Urban Education: Defining the Field
EDF 6925 Special Topics: Critical Research in Urban Education

UNIVERSITY COURSES DEVELOPED

Watson College of Education University of North Carolina – Wilmington

Graduate Level

EDN 508, Advanced Diverse Learners (Online)

EDN 524, Action Research for Elementary Educators (Online)

LIC 500, Advanced Study of Theory and Pedagogy in Elementary Education (Online mini-semester)

EDN 595, Special Topics: Media Representations of Teachers and Schools (Online)

EDN 500, The Advanced Study of Elementary Education (Online mini-semester)

Undergraduate Level

EDN 330 Teaching Diverse Learners (K-6)

EDN 300 Elementary School Programs and Practices

EDNL 300 Elementary School Programs and Practices Field Experiences

K-12 EXPERIENCE

Certifications:

National Board Teacher Certification 2005

Middle Childhood Generalist

State Teacher Certification

North Carolina, Professional Educator's Licensure (K-6) pending

Florida Professional Educator's Certificate, Elementary Ed. (K-6), TESOL Endorsement 2000

Employment:

Elementary Teacher (Curriculum and Behavioral Support) 2009-2010

Arch Creek Elementary, Miami, FL

Part-Time Elementary Teacher (At-Risk Intervention) 2008

Arcola Lake Elementary School, Miami, FL

Curriculum Leader and Technology Specialist 2006 – 2007

Arcola Lake Elementary School, Miami, FL

Elementary Teacher 2000 – 2006

Arcola Lake Elementary School, Miami, FL

RESEARCH EXPERIENCE

Student voice projects as resistance to elementary student marginalization, PI 2014 –

Using data collected by preservice teachers as part of an Elementary Education Diversity course, the goal is to investigate (a) the impact of classroom focused student voice projects on the academic engagement and performance of marginalized youth in a school setting, and (b) to assess the impact of student voice projects on the teaching beliefs of preservice teachers.

Project Y.E.S. (Youth Engagement for Success), PI 2011 – 2014

The specific objectives of the participatory action research project have included the following: (a) adding student perspectives (particularly the voices of traditionally marginalized students) to the research-based definition of “teacher quality.” (b) Helping to facilitate collaboration between the Watson College of Education and “struggling” elementary schools. (c) Facilitating a dialogue between pre-service teachers and the students they will soon be teaching (particularly students from traditionally marginalized groups).

Stereotype threat experiences in elementary student populations, PI 2008 –

Stereotype threat refers to a situation in which a member of a group fears that his or her performance will confirm an existing negative performance stereotype. This situation has been shown to have negative performance effects. This research investigates (both qualitatively and quantitatively) stereotype threat effects on marginalized elementary populations.

Algebra Project, Social Aspects of Learning Mathematics 2008 – 2009

Robert Moses, PI, Joan Wynne, Cooperating Professor

This research project investigated how the Algebra Project students perceived factors influencing their academic self-perception, engagement, and learning. Responsibilities included student interviews and classroom observations, as well as qualitative data analysis.

Algebra Project, Summer Institute: Action Research Seminar 2008

Robert Moses and Lisa Delpit, PIs, Louie F. Rodriguez, Cooperating Professor

This annual retreat offers an intensive series of college-preparatory courses for urban high school students. Responsibilities included (a) co-teaching an action research course that sought to engage students in action research initiatives for the purposes of school change, (b) data collection including student interviews, classroom observations, and (c) intensive qualitative data analysis.

Project P.O.W.E.R. (Promoting Our Will through Education and Research) 2007-2009

Louie F. Rodriguez, PI

This research project sought to engage urban high school students, pre-service teachers, and district educators in participatory action research initiatives. This project sought to: (1) create opportunities for young people to practice their agency for school change, (2) train researchers in participatory action research methodology for the purposes of applying their learning to other settings, and (3) build bridges between the universities and the K-12 public schools. Responsibilities also included student interviews, classroom observations, and qualitative data analysis.

Early Reading First 2007-2008

Dr. Laura Dinehart, PI

This research project sought to investigate the effect of the Early Reading First Program and the Literacy Express curriculum on Pre-K students in Miami-Dade. Responsibilities included data collection on from students, teachers, and parents, as well as quantitative and qualitative data analyses.

Instructional Practices Inventory

2007-2009

University of Florida, Lastinger Center and Miami-Dade Public Schools*Dr. Alyson Adams, PI*

Assessed the instructional practices of teachers at several elementary schools in the Miami area using the Instructional Practices Inventory (trained assessor).

GRANTS AWARDED

Watson College of Education Mini-Grant, \$2000	2016
Watson College of Education Summer Faculty Fellowship, Aligning Student Voice Research with a Teaching Diverse Learners Course, \$5400	2014
Charles L. Cahill Award, UNCW, Student Voice Projects as a Catalyst for K-12 Academic Engagement, \$1,162	2014
Watson College of Education Research Mini-Grant, Project Y.E.S. 2.0, \$2,000	2013
Watson College of Education Research Mini-Grant, Project Y.E.S., \$2000	2012
Watson College of Education Professional Travel Grant, \$955	2012

PROFESSIONAL SERVICE

University:

Member, UNCW Athletic Council	2014 –
Member, UNCW Student Matters Committee	2014 –
Member, UNCW Residency Appeals Board	2014 –
Member, UNCW Campus Conduct Board	2014 –

College:

Chair, Watson College of Education – Diversity Committee	2012 – 2014, 2015 –
Member, Master Teacher Program Selection Committee	2015 –
Member, Social Foundations Search Committee	2014
Member, Advisor Search Committee	2014
Member, Watson College of Education College Council	2012 – 2015
Member, Educational Studies Minor Development Committee	2013 – 2014

Member, Watson College of Education Scholarship Committee	2012 – 2013
Member, Watson College of Education - Diversity Committee	2010 –
Member, M.Ed. Thesis Committees	2011 –

Department:

Program Coordinator, Elementary Education Undergraduate Extension Program	2016
Chair, Elementary Education (Diversity Focus) Search Committee	2016
Member, Elementary Education (Science) Search Committee	2013 – 2014
Member, Watson College M.Ed. in Elementary Ed. Program Development Committee	2011 – 2012
Member, Watson College MAT Program Development Committee	2011 – 2012
Member, Elementary Education (Generalist) Search Committee	2011 – 2012

HONORS

Awards and Recognitions:

<i>Successful Latinos</i> Certificate of Appreciation, UNCW Office of Institutional Diversity and Inclusion, Centro Hispano	2015
Recognition from Graduating Senior	2012, 2015
Spotlight on Our Faculty, UNCW, <i>Coaching Connections Newsletter</i>	2012
Lorraine R. Gay Award for Excellence in Research and Scholarship, Florida International University College of Education	2010
Presidential Recognition, Florida International University Commencement	2009
Teacher of the Year, Miami-Dade County Public Schools Region III, runner-up	2007
Teacher of the Year, Arcola Lake Elementary, Miami, Florida	2006, 2007
Who's Who Among America's Teachers	2005

Fellowships and Scholarships:

Dissertation Year Fellowship, Florida International University	2009
Doctoral Evidence Acquisition Fellowship, Florida International University	2009
Willie E. Williams Endowment Award for Race Relations	2009

Bellsouth Scholarship Endowment for Teaching through Technology	2007, 2008
Florida International University College of Education No Need Scholarship	2007, 2008

VOLUNTEERISM

Science Fair, Mary C. Williams Elementary, Wilmington, NC	2015
Work on Wilmington, Wilmington, NC	2013
Project Y.E.S., Rachel Freeman Elementary School, Wilmington, NC	2011
Project P.O.W.E.R., Miami Edison Senior High School, Miami, FL	2009
Science Fair, Arch Creek Elementary, Arcola Lake Elementary, Miami, FL	2009
Classroom Assistant for students with autism, Joe Hall Elementary, Miami, FL	2008 – 2009
Sponsor for school/community poetry group, Arcola Lake Elementary, Miami, FL	2000 – 2007
Volunteer at Urban Education Exposition, Fontainebleau Hotel, Miami, FL	2004
Teaching Assistant (undergraduate honors), Central Park East I Elementary, East Harlem, NY	1999

PROFESSIONAL MEMBERSHIPS

Eastern Educational Research Association	2012 –
Southeastern Association of Educational Studies	2012 –
North Carolina Association for Research in Education	2011 –
American Educational Research Association	2007 –
<i>Division K: Teaching and Teacher Education</i>	
<i>SIG: Critical Examination of Race, Ethnicity, Class and Gender in Education</i>	

RESEARCH INTERESTS

Racial and Gender Stereotyping
 Urban Education
 Youth Engagement
 Student Voice
 Achievement Gap
 Participatory Action Research
 Elementary Education