

# JAMES NOONAN, Ed.D.

---

## CONTACT

Salem State University  
School of Education  
352 Lafayette Street  
Salem, MA 01970 USA

jnoonan@salemstate.edu  
<http://scholar.harvard.edu/jmnoonan>  
Twitter: @\_jmnoonan  
+1 617-953-1697 (cell)  
+1 978-542-3040 (office)

## ACADEMIC APPOINTMENTS

SALEM STATE UNIVERSITY, School of Education, Salem, MA  
Assistant Professor (September 2019-present)

BEYOND TEST SCORES PROJECT, University of Massachusetts Lowell, Lowell, MA  
Research Partner (September 2020-present)

## EDUCATION

HARVARD GRADUATE SCHOOL OF EDUCATION  
Ed.D., Culture, Communities, and Education (November 2016)  
Thesis: *Teachers Learning: Engagement, Identity, and Agency in Powerful Professional Development*  
Dr. Meira Levinson (chair), Dr. Howard Gardner, Dr. Jal Mehta

HARVARD GRADUATE SCHOOL OF EDUCATION  
Ed.M. International Education Policy (May 2010)

BOSTON UNIVERSITY  
B.A., English (May 1997)  
B.S., English Education (May 1997)

## CURRENT RESEARCH PROJECTS + DATA SOURCES

Professional Learning in a Pandemic, *supported by a Salem State University Flash Grant*  
With Dr. Megin Charner-Laird and Dr. Jacy Ippolito (Salem State University)  
national survey of more than 200 K-12 educators with follow-up focus groups

Unlearning Leadership: A Pilot Study of the Developmental Capacity of Emerging  
School Leaders, *supported by the DeFelice Fund at Salem State University*  
with Dr. Jacy Ippolito and Dr. Megin-Charner Laird (Salem State University)  
two interview sequence (semi-structured interview and Subject-Object Interview)

Exploring the Dynamics of a District-initiated Anti-Racist Reading Group  
with Dr. Hilary Lustick (UMass Lowell), Dr. Peter Piazza (Center for Collaborative  
Education, Ashley Carey (UMass Lowell)  
ethnographic observations, semi-structured interviews

Using Data to Empower Communities, *funded by the Massachusetts Teachers Association*  
with Dr. Jack Schneider (UMass Lowell)  
community-based focus groups and interviews

Beyond Test Scores: The Massachusetts Consortium for Innovative Education Assessment,  
*funded by Massachusetts State Legislature and Chan Zuckerberg Initiative*  
with Dr. Jack Schneider (UMass Lowell), Dr. Rachel White (Old Dominion University)  
three years of original survey data from 25,000 students, 6,000 teachers on school quality

Understanding Efforts to Increase Teacher Diversity, *funded by Nellie Mae Foundation*  
with Dr. Travis Bristol (University of California, Berkeley)  
qualitative interviewing of 65 educators and ethnographic observation  
Inter-university Consortium for Political and Social Research (ICPSR) data files:  
<https://doi.org/10.3886/E121601V1>

## REFEREED JOURNAL ARTICLES (\* denotes doctoral student)

- In process Travis J. Bristol, Makaela Jones\*, and **James Noonan**. Diversity mixed messages: Misalignment between district intention and action aimed at hiring teachers of color.
- Submitted James Noonan. “Regard me”: A case study of learner engagement and the satisfaction of basic needs in professional development. *Professional Development in Education*.
- 2021 Jack Schneider, **James Noonan**, Rachel S. White, Douglas Gagnon, & Ashley Carey\*. Adding “student voice” to the mix: Perception surveys and state accountability systems. *AERA Open*, 7(1), 1-18
- 2020 **James Noonan** & Travis J. Bristol. “Taking care of your own”: Parochialism, pride of place, and the drive to diversify teaching. *AERA Open*, 6(4), 1-12.
- 2019 James Noonan. An affinity for learning: Teacher identity and powerful professional development. *Journal of Teacher Education*, 70(5), 526-537.
- 2015 Silvia Diazgranados & **James Noonan**. The relationship of safe and participatory environments and children’s supportive attitudes toward violence: Evidence from the Colombian Saber Test of Citizenship Competencies. *Education, Citizenship, and Social Justice*, 10(1), 79-94.
- 2015 James Noonan. When soda is a social justice issue: Design and documentation of a participatory action research project with youth. *Educational Action Research*, 23(2), 194-206.

- 2014 James Noonan. In here, out there: Professional learning and the process of school improvement. *Harvard Educational Review*, 84(2), 145-161.
- 2014 Silvia Diazgranados, **James Noonan**, Steven Brion-Meisels, Lina Saldarriaga Berta Daza, Minerva Chavez, & Irene Antonellis. Transformative peace education with teachers: Lessons from Juegos de Paz in Colombia. *Journal of Peace Education*, 11(2), 150-161.
- 2004 James Noonan. School climate and the safe school: Seven contributing factors. *Educational Horizons*, 83(1), 61-65.

### BOOK CHAPTERS

- In press James Noonan. (in press). Reciprocity in practice: Using deliberative democratic theory to improve teacher professional development. In H. Haste and J. Bempechat (Eds.), *Civic Concepts, Civic Culture: Challenges for Education and Democracy*. Brill.
- 2019 James Noonan. Beyond test scores: Introducing the MCIEA school quality measures. In S. Karp, L. Christensen, B. Peterson, & M. Yonamine (Eds.), *The New Teacher Book* (pp. 242-245). Rethinking Schools Publishers.
- 2014 **James Noonan** & Howard Gardner. Creative artists and creative scientists: Where does the buck stop? In S. Moran, D. Cropley, & J. Kaufman (Eds.), *The Ethics of Creativity* (pp. 92-115). Palgrave Macmillan.

### TEACHING CASES

- 2015 Karen L. Mapp & **James Noonan**. *Organizing for Family and Community Engagement in the Baltimore City Public Schools*. Case PEL-074. Harvard Business School Publishing.
- 2013 Susan Moore Johnson, John J-H Kim, Geoff Marietta, S. Elisabeth Faller, & **James Noonan**. *Career Pathways, Performance Pay, and Peer-review Promotion in the Baltimore City Schools*. Case PEL-070. Harvard Business School Publishing.

### RESEARCH & POLICY REPORTS (\* denotes doctoral student, \*\* denotes Masters student)

- 2021 Jack Schneider, **James Noonan**, Ashley Carey\*, Kara Hersey\*\*, Jane Marshall\*\*, Karalyn McGovern\*, & Melanie Pavao\*. *Measuring School Quality Beyond Test Scores: A Toolkit*. Massachusetts Teachers Association & Beyond Test Scores Project.
- 2018 Jessica Famularo, Dan French, **James Noonan**, Jack Schneider, & Emily Sienkiewicz. *Beyond Standardized Tests: A New Vision for Assessing Student Learning and School Quality*. Center for Collaborative Education.

- 2017 Michael P. Kelly, Richard Feistman, Jack Schneider, & **James Noonan**. *Student Survey-Based Measures of School Quality*. Center for Collaborative Education
- 2012 Meira Levinson, **James Noonan**, Jacob Fay, Ann Mantil, William Johnston, Chris Buttimer, & Jal Mehta. *First-Round Analysis of BPS Proposed 6-zone, 9-zone, 11-zone, and 23-zone School Assignment Plans*. Harvard Graduate School of Education.

## POPULAR & ONLINE MEDIA

- 2021 Megin Charner-Laird, Jacy Ippolito, & **James Noonan**. “Can Distance Bring Us Closer? Developing New Routines for Connection in a Leadership Preparation Program,” *The Learning Professional* (October 2021).
- 2020 Center for Collaborative Education, “What Does a Quality School Look Like?” (Assessment for Good podcast, Episode 2), featured interview (January 24, 2020).
- 2017 James Noonan, “A father apologizes to the Mason School.” *Schoolyard News* (October 13, 2017).
- 2017 James Noonan, “Why School Quality Measurement is an Equity Issue.” *Competency Works* (October 3, 2017).
- 2017 James Noonan, “For Deeper Teacher Learning, Follow Teachers’ Lead.” Learning Deeply Blog, *Education Week* (July 28, 2017).
- 2015 James Noonan, “Lessons from Atlanta.” On-air commentary for *On Second Thought*, Georgia Public Radio, NPR (April 8, 2015).
- 2014 James Noonan, “Leaders Should Be Learners, Not Experts.” *Voices in Education*, Harvard Education Publishing Group (June 19, 2014).

## INVITED PRESENTATIONS (\* denotes doctoral student)

- 2021 Jack Schneider, **James Noonan**, Ashley J. Carey\*, Karalyn R. McGovern\*, & Melanie S. Pavao\*. “Building a community-informed school quality framework,” workshop at the Massachusetts Teachers Association Summer Conference.
- 2019 **James Noonan** & Judith Evans, “Empowering teams to challenge privilege: School quality inquiry as a tool for transformation,” learning experience at the School Reform Initiative Fall Meeting, Boston, MA.
- 2019 Chris Domaleski, Elliot Asp, & **James Noonan**, “More balanced and coherent school accountability systems to promote equity: The key role of districts,” symposium at the Council of Chief State School Officers (CCSSO) National Conference on Student Assessment, Orlando, FL.

- 2016 James Noonan, “Teachers Learning: Engagement, Identity, and Agency in Powerful Professional Learning,” presented as part of Project Zero’s Brown Bag Lunch Research Series, Harvard Graduate School of Education.
- 2013 James Noonan, “Defining Professionalism,” course lecture presented as part of H-175: Good Work in Education, Professor Howard Gardner.
- 2012 James Noonan, “The means and ends of character education: A response to *Character Compass*,” discussant for Dr. Scott Seider’s lecture as part of the Civic and Moral Education Initiative Speaker Series, Harvard Graduate School of Education.
- 2012 James Noonan, “Good Work in Higher Education,” course lecture presented as part of H-175: Good Work in Education, Professor Howard Gardner.
- 2011 Silvia Diazgranados & **James Noonan**. “‘A barrier has fallen’: Transformative peace education in rural Colombia,” presented as part of the Civic and Moral Education Initiative Student Seminar Series, Harvard Graduate School of Education.
- 2011 **James Noonan** & Maren E. Oberman. “Teacher collaboration at the nexus: Candid conversations about research, policy, and practice,” presented as part of the Nexus Series for First-Year Doctoral Students, Harvard Graduate School of Education.
- 2006 **James Noonan** & Casey Corcoran. “Peacemaking 101: An introduction to violence prevention and youth leadership,” workshop delivered at the 5th Annual Glocalization Conference, Glocal Forum, Ankara, Turkey.

#### CONFERENCE PRESENTATIONS (\* denotes doctoral student)

- 2022 **James Noonan**, Hilary Lustick, Ashley J. Carey\*, & Peter Piazza. “An uncomfortable conversation?: Tracking White educational discourse in an antiracist reading group for educators.” American Educational Research Association, San Diego, CA (submitted)
- 2022 Ashley J. Carey\*, Hilary Lustick, Peter Piazza, & **James Noonan**. “Red light! Green light! Educator dialogue in an antiracist book study.” American Educational Research Association, San Diego, CA (submitted)
- 2022 Megin Charner-Laird, **James Noonan**, Jacy Ippolito, & Christina L. Dobbs. “Becoming a community of novices: How teacher agency bolstered professional learning in a pandemic context.” American Educational Research Association, San Diego, CA (submitted)
- 2021 Hilary Lustick & **James Noonan**. “Practicing ethical antiracist dialogue in educational leadership and research.” University Council for Educational Administration (UCEA) Annual Convention, Columbus OH.

- 2021 Hilary Lustick, **James Noonan**, & Ashley J. Carey\*. “Naming names: Toward a pedagogical code of ethics in antiracist dialogue.” Consortium for the Study of Leadership and Ethics in Education, Columbus, OH.
- 2021 Nicole J. Harris, Leslie Duhaylongsod, Megan Schumaker Murphy, & **James Noonan**. “Capital’izing on cultural wealth and sense of belonging: Narratives of successful students of color in a teacher preparation program.” American Educational Research Association, virtual meeting.
- 2021 **James Noonan**, Ashley J. Carey\*, & Jack Schneider. “Accounting for student voice: Surveys, school quality, and state accountability systems.” American Educational Research Association, virtual meeting.
- 2021 James Noonan. “(Re-)learning to lead: Helping educators manage crises of professional identity and loss.” International Congress for School Effectiveness and Improvement (ICSEI), virtual meeting.
- 2020 Rachel S. White, **James Noonan**, & Jack Schneider. “Leverage points: Examining how districts and schools vary on non-test based measures of school quality.” American Educational Research Association, San Francisco, CA. [Conference cancelled]
- 2019 **James Noonan**, Travis J. Bristol, & Makaela Jones\*, “‘Taking care of our own’: Parochialism, pride of place, and the drive to diversify teaching.” American Educational Research Association, Toronto, Ontario, Canada.
- 2018 **James Noonan** & Jack Schneider, “A technical problem, a just solution: School quality measurement as a tool for social justice and equity.” Association for Moral Education, Barcelona, Spain.
- 2018 James Noonan, “‘*Regard me*’: Learner engagement and the satisfaction of basic needs in professional development.” American Educational Research Association, New York, NY.
- 2018 James Noonan, “Layers of learning: Multidimensional agency in powerful professional development.” Ethnographic and Qualitative Research Conference, Las Vegas, NV.
- 2017 James Noonan, “An affinity for learning: Teacher identity and powerful professional learning.” 18th Biennial Conference of the International Study Association on Teachers and Teaching, University of Salamanca, Salamanca, Spain.
- 2017 James Noonan, “When teachers choose: Agency, identity, and powerful professional development.” American Educational Research Association, San Antonio, TX.
- 2016 James Noonan, “Reframing professional development as a civic good using deliberative democracy.” Association for Moral Education, Harvard Graduate School of Education, Cambridge, MA.

- 2013 Silvia Diazgranados & **James Noonan**, “The effect of safe and participatory school environments on children’s supportive attitudes toward violence: Evidence from Colombia.” Association for Moral Education, Université du Québec à Montréal, Montréal, Canada.
- 2013 James Noonan, “In here, out there: Making schools safe for uncertainty.” Ethnographic and Qualitative Research Conference, Cedarville University, Cedarville, OH.
- 2010 James Noonan, “Reimagining teacher professional development and citizenship education: Lessons for import from Colombia.” Comparative and International Education Society, Chicago, IL.
- 2008 **James Noonan** & Silvia Diazgranados, “Teaching peace: Using the Peace Games model to empower young peacemakers in Colombia.” Education Across the Americas Conference, Teachers College, New York, NY.

## COLLEGE & UNIVERSITY TEACHING

### SALEM STATE UNIVERSITY

- EDC 405, Culturally Responsive Teaching (undergraduate)
- EDU 310, Issues in Urban Education (undergraduate)
- AGS 730, Learning to Lead (graduate)
- AGS 735, Data-Informed Educational Leadership (graduate)
- AGS 820, Culturally Responsive School Leadership for Deep Change (graduate)
- AGS 825, Leading School-Community Partnerships (graduate)
- EDG 980BS, Educational Leadership Seminar II (graduate)

### HARVARD GRADUATE SCHOOL OF EDUCATION

#### *Senior Teaching Fellow*

- A-800, Doctoral Proseminar, *Jal Mehta*
- L-300, Ed.L.D. Third-Year Capstone, *Elizabeth City*
- H-175, GoodWork in Education, *Howard Gardner*
- H-611, Moral Adults: Moral Children, *Richard Weisbourd*
- S-030, Intermediate Statistics: Applied Research and Data Analysis, *Andrew Ho*
- A-810, Education Policy Analysis and Utilisation in Comparative Perspective, *Fernando Reimers*

## SERVICE

### SALEM STATE UNIVERSITY

- 2019-present Member, Program Area Content Education
- 2021-2022 Search Committee, Tenure Track Faculty Hire in School Counseling
- 2021 Member, Working Group to Redesign EDC 115: Exploring Education
- 2020-2021 Member, Justice, Equity, Diversity, and Inclusion (JEDI) Working Group
- 2020-2021 Course Mentor, EDC 405: Culturally Responsive Teaching

2020-2021	Facilitator, JEDI Faculty Professional Learning Community
2020	Lead Content Developer, Teaching Educational Foundations Online Working Group
2020	Member, Creating Community Online Working Group
2020	Co-Facilitator and Co-Designer, Faculty-Lead Professional Development Community, “Professional Mentoring Across the Career Span,” with Professor Ryan Fisher
2020	Member (ad-hoc), Diversity Committee, School of Education
2019-2020	Member, Assessment Committee, School of Education
2019	Member, Faculty Learning Community on Diversity, Power Dynamics, & Social Justice

#### HARVARD GRADUATE SCHOOL OF EDUCATION

2014-2015	Member, Committee on Rights and Responsibilities
2014-2015	Member, Dean’s Speakers Committee
2011-2012	Member, Student Advisory Committee for Faculty Search
2011-2012	Member, Nexus Series Advisory Board
2011	Co-Chair, 16th Annual Student Research Conference
2009-2010	Member, International Education Policy Program Advisory Board

#### HONORS & AWARDS

Dean’s Summer Fellowship, *Harvard Graduate School of Education* (2016)  
 Spencer Early Career Scholar in New Civics, *Harvard Graduate School of Education* (2012-2016)  
 Qualifying Paper passed with distinction, *Harvard Graduate School of Education* (2014)  
 Education Pioneers Graduate School Fellowship, *Education Pioneers* (2010)

#### PEER REVIEW

*British Journal of Educational Studies*  
*Journal of Teacher Education*

American Educational Research Association Annual Meeting, Division A  
 American Educational Research Association Annual Meeting, Division K  
 American Educational Research Association Annual Meeting, Leadership for Social Justice SIG  
 Association for Moral Education Annual Meeting

#### CONSULTING

Independent Facilitator/Consultant (2016-present)  
 Provide project development expertise to non-profit clients in education sector, including Mass Insight Education, Appalachian Mountain Club, Harvard University, and Cultural Agents.



## PREK-12 EXPERIENCE

CENTER FOR COLLABORATIVE EDUCATION, Boston, MA

*Project Director for School Quality Measures, MA Consortium for Innovative Education Assessment, 2016-2019*

Convened focus groups across seven school districts on dimensions of school quality

Designed survey measures for students (grades 4-12) and teachers and oversaw data collection

Coordinated development of online data dashboard for visualizing school quality data

PEACE FIRST, Boston, MA

*National Program Specialist, 2004-2009*

Oversaw regular revisions of K-8 peacemaking curricula (over 100 lessons)

Facilitated professional development on peacemaking, civic engagement, & school climate

Led program adaptation for the Colombian National Program of Citizenship Competencies

*Site Director, Nathan Hale Elementary School, 2001-2004*

Taught weekly K-8 classes in peacemaking, healthy relationships, and social change

Provided coaching and model teaching on democratic classroom practice to 30 school staff

Coordinated program evaluation, including observation summaries, surveys, and focus groups

EVERETT LITERACY PROGRAM, Everett, MA

*English Literacy/Civics Education Coordinator, 2004-2006*

Developed and analyzed assessment of 150 adult-learners' attitudes towards civic engagement

Supported student advocacy on behalf of immigrant rights, including legislative lobbying

Facilitated adult learning sessions focused on civic identity and agency

HORIZONS FOR HOMELESS CHILDREN, Boston, MA

*Playspace Programs Manager, 1997-2001*

Facilitated training and coached volunteers working with preschool children in family shelters

Designed play-based spaces in family shelters for preschool and school-aged children

## CERTIFICATION (lapsed)

Teacher of English, 9-12, Standard Provisional, Commonwealth of Massachusetts (1997-2002)

Another Course to College, ELA Grades 11-12, Boston Public Schools, Practicum Placement

Thomas Gardner Elementary School, grade 3, Boston Public Schools, Pre-Practicum Placement

## PROFESSIONAL AFFILIATIONS

International Congress for School Effectiveness and Improvement (ICSEI)

International Study Association on Teachers and Teaching (ISATT)

American Educational Research Association (AERA)