

Allison Firestone (she/her)

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EDUCATION

- Anticipated 2023** **Ph.D. Education**
 University of California, Berkeley
 Joint Doctoral Program with San Francisco State University
 Dissertation Title: Centering equity in teacher education: Teacher inquiry groups in the preservice context
- 2012** **M.A. Special Education**
 College of Education
 University of Oregon
- 2006** **B.A. Literatures of the World**
 Department of Literature
 University of California, San Diego
 Minor: Political Science
 Study abroad: Cambridge University, UK

PUBLICATIONS

REFEREED ARTICLES

- Firestone, A. R.,** & Cruz, R. A. (in press). “It’s Not Easy, But it Needs to Be Done”: Educators’ perceptions of preparedness to teach students with mental health needs. *Journal of Teacher Education*.
- Firestone, A. R.,** Cruz, R. A., & Love, M. (in press). More than a seat at the table: Reimagining educational equity through critical inclusion. *Educational Review*, Special Topic: A Re-View of Educational Inequalities.
- Cruz, R. A., Kulkarni, S., & **Firestone, A. R.** (2021). A QuantCrit analysis of context, discipline, special education, and disproportionality. *AERA Open*, Special Topic: Sources, Conceptualizations, and Mechanisms of Racism/Oppression Impacting Education-Related Outcomes and Well-Being Across the Lifespan. Advance online publication. <https://doi.org/10.1177/23328584211041354>

- Cruz, R. A., & **Firestone, A. R.** (2021). Understanding the empty backpack: The role of timing in disproportionate special education identification. *Sociology of Race and Ethnicity*, 8(1), 95–113. <https://doi.org/10.1177%2F23326492211034890>
- Firestone, A. R.**, Aramburo, C. A., & Cruz, R. A. (2021). Special education teachers' knowledge of high-leverage practices: Validation of a pedagogical knowledge measure. *Studies in Educational Evaluation*, 70, 1–13. <https://doi.org/10.1016/j.stueduc.2021.100986>
- Cruz, R. A., **Firestone, A. R.**, & Rodl, J. E. (2021). Disproportionality reduction in exclusionary school discipline: A best-evidence synthesis. *Review of Educational Research*, 91(3), 397–421. <https://doi.org/10.3102/0034654321995255>
- Doabler, C. T., Clarke, B., Kosty, D., Sutherland, M., Turtura, J. E., **Firestone, A. R.**, Kimmel, G. L., Brott, P., Brafford, T. L., Nelson Fien, N. J., Smolkowski, K., & Jungjohann, K. (2021). Promoting understanding of measurement and statistical investigation among second-grade students with mathematics difficulties. *Journal of Educational Psychology*. Advance online publication. <https://doi.org/10.1037/edu0000711>
- Firestone, A. R.**, Cruz, R. A., & Rodl, J. E. (2020). Teacher study groups: An integrative literature synthesis. *Review of Educational Research*, 90(5), 675–709. <https://doi.org/10.3102/0034654320938128>
- Firestone, A. R.**, & Rodl, J. E. (2020). Integrating with purpose: Leveraging content acquisition podcasts to enhance preservice teachers' knowledge of positive behavior interventions and supports with three different instructional conditions. *Journal of Technology and Teacher Education*, 28(1), 5–32.
- Sutherland, M., **Firestone, A. R.**, Doabler, C. T., Clarke, B. (2020). Building students' and teachers' conceptual understanding of linear measurement: Teaching students with mathematics difficulties. *TEACHING Exceptional Children*, 53(1), 73–78. <https://doi.org/10.1177/0040059920919131>
- Cruz, R. A., Manchanda, S. K., **Firestone, A.**, & Rodl, J. E. (2019). An examination of teachers' culturally responsive teaching self-efficacy. *Teacher Education and Special Education*, 43(3), 197–214. <https://doi.org/10.1177/0888406419875194>
- Doabler, C.T., Clarke, B., **Firestone, A. R.**, Turtura, J., Jungjohann, K., Brafford, T., Sutherland, M., Nelson, N. J., & Fien, H. (2019). Applying the curriculum research framework in the design and development of a technology-based tier 2 mathematics intervention. *Journal of Special Education Technology*, 34(3), 176–189. <https://doi.org/10.1177/0162643418812051>
- Doabler, C. T., Clarke, B., Kosty, D. B., Nelson, N.J., **Firestone, A. R.**, Smolkowski, K., Turtura, J. E., Russell-George, A. A. S., Sutherland, M., Fien, H., & Maddox, S. A.

(2019). Efficacy of a first-grade mathematics intervention on measurement and data analysis. *Exceptional Children*, 86(1), 77–94. <https://doi.org/10.1177/0014402919857993>

Lawson, J., & **Firestone, A. R.** (2017). Building the field: The case for community service learning. *Teacher Education and Special Education*, 41(4), 308–320. <https://doi.org/10.1177/0888406417727042>

MANUSCRIPTS IN SUBMISSION

Firestone, A. R., & Cruz, R. A. (under review). Developing equity-centered pedagogy with preservice special educators: A design experiment of Teacher Study Groups. *Teaching and Teacher Education*.

Cruz, R. A., & **Firestone, A. R.** (under review). Reducing disparities in office discipline referrals: A theoretical review. *Whiteness and Education*.

BOOKS

Jungjohann, K. J., **Firestone, A. R.**, & Doabler, C. T. (2020). *Precision Mathematics Intervention – First Grade*. Center on Teaching and Learning, University of Oregon.

Jungjohann, K. J., **Firestone, A. R.**, & Doabler, C. T. (2018). *Precision Mathematics Intervention – Second Grade*. Center on Teaching and Learning, University of Oregon.

BOOK CHAPTERS

Cunningham, A., **Firestone, A. R.**, & Zegers Larrain, M. (in press). Measuring and improving teacher knowledge. In S. Cabell, S. Neuman, & N. Patton Terry (Eds.), *Handbook on the Science of Early Literacy*. Guilford Press.

SPONSORED RESEARCH FUNDING

UNDER REVIEW

2022 **Racial Equity in STEM Education Grant**
 National Science Foundation
 Proposed Project: Two pipelines: Math trajectories and discipline in racialized neighborhoods and schools
 PI: Odis Johnson, Johns Hopkins University; Co-PIs: Christian Anderson, Morgan State University, Rebecca Cruz, Johns Hopkins University, Jason Jabbari, Matthew Love, San Jose State University, Washington University in St. Louis, Richard Lofton, Johns Hopkins University, & Olivia Marcucci, Johns Hopkins University
 Award amount: \$5 million

COMPLETED

- 2020 **CalTeach Instructional Improvement Grant for Improving Remote Teaching**
 Department of Mathematical and Physical Sciences, UC Berkeley
 Funded Project: Integrating Teacher Study Groups into education fieldwork-based courses
 PI: Allison Firestone
 Award amount: \$5,000
- 2016 **The Professor K. Patricia Cross Collaborative Scholarship Award**
 University of California, Berkeley, Graduate School of Education
 Funded Project: An examination of teachers' self-efficacy in culturally responsive teaching
 Co-PIs: Allison Firestone, Rebecca Bateman, Sarah Manchanda
 Award Amount: \$10,000

SCHOLARLY PRESENTATIONS

- Firestone, A. R., & Cruz, R. A. (2022).** *Reimagining educational equity through critical inclusion* at the Critical Questions in Education Conference, Charleston, SC.
- Firestone, A. R., & Cruz, R. A. (2022).** *Equity-centered teacher education: Using inquiry to develop a critically inclusive practice* at the annual American Association of Colleges for Teacher Education, Annual Conference, New Orleans, LA.
- Firestone, A. R., & Cruz, R. A. (2021).** *Inquiry in teacher education: The role of critical reflection and dialogue in developing a critically inclusive practice* at the annual Teacher Education Division, Council for Exceptional Children, Annual Convention & Expo, Dallas, TX.
- Firestone, A. R., Aramburo, C. A., & Cruz, R. A. (2021).** *Measuring HLPs: Validation and initial findings of an HLP knowledge measure* at the annual Council for Exceptional Children Convention & Expo, virtual conference.
- Firestone, A. R., & Cruz, R. A. (2021).** *Meeting the needs of all students: Special educators' perceptions of preparedness to teach students with mental health needs* at the annual Council for Exceptional Children Convention & Expo, virtual conference.
- Cruz, R. A., & Firestone, A. R. (2021).** *Disproportionality reduction in exclusionary school discipline: A best-evidence synthesis* at the American Educational Research Association annual meeting, virtual conference.
- Cruz, R. A., & Firestone, A. R. (2021).** *Understanding the empty backpack: The role of timing in disproportionate special education identification* at the Sociology of Education Association annual conference, virtual conference.

- Firestone, A. R.** (2020) [Accepted; conference canceled due to COVID-19]. *Teacher study groups and a common conceptual framework for PD research: A mixed-methods synthesis*. AERA Division K Mentoring Session Presentation at the American Educational Research Association annual meeting, San Francisco, CA.
- Cruz, R. A., **Firestone, A. R.**, & Rodl, J. E. (2019). *Building the field: Strategic recruitment through community service learning*. Kaleidoscope presentation at the Teacher Education Division of the Council for Exceptional Children, New Orleans, LA.
- Firestone, A. R.**, & Cruz, R. A. (2019). *Teacher study groups: A model for enhancing preservice teachers' knowledge of high-leverage practices*. Kaleidoscope presentation at the Teacher Education Division of the Council for Exceptional Children, New Orleans, LA.
- Firestone, A.** (2019). *Leveraging technology to enhance preservice teacher knowledge of positive behavior supports* at the annual Council for Exceptional Children Convention & Expo, Indianapolis, IN.
- Firestone, A.**, & Jungjohann, K. (2019). *Teaching problem-solving skills to at-risk learners through a technology-based tier-2 mathematics intervention* at the annual Council for Exceptional Children Convention & Expo, Indianapolis, IN.
- Firestone, A.**, & Doabler, C. (2018). *Teaching students with mathematics difficulties: instructional practices and technology-based activities* at the 40th International Conference on Learning Disabilities, Portland, OR.
- Lawson, J., & **Firestone, A.** (2018). *Strategic recruitment of special educators through community service learning* at the annual Council for Exceptional Children Convention & Expo, Tampa, FL.
- Bateman, R., **Firestone, A.**, & Manchanda, S. (2017). *Paving the way for culturally responsive teaching: An examination of teacher self-efficacy* at UC Berkeley Graduate School of Education Research Day, Berkeley, CA.
- Clarke, B., Doabler, C., & **Firestone, A.**, & Jungjohann, K. (2017). *Promoting critical problem-solving skills of measurement and data analysis among at-risk learners* at the annual Council for Exceptional Children Convention & Expo, Boston, MA.
- Doabler, C., Clarke, B., Jungjohann, K. & **Firestone, A.** (2015). *Features of effective math interventions: Selecting tier 2 programs that improve student learning*. Presented in the strand *RTI in Mathematics: Research-Based Innovations in Screening, Tier 2, and Tier 3* at the annual Council for Exceptional Children Convention & Expo, San Diego, CA.

INVITED TALKS

Topic: Programmatic Evidence for Disproportionality Reduction in School Discipline
National Title VI School Discipline Network
United States Department of Education, Office for Civil Rights
January 20, 2022

Topic: Child and Adolescent Mental Health in the Education Context
San Francisco State University, Course: Student Teacher Support
Fall 2019

Topic: Internalizing Disorders, Mental Health, and Students' Social/Emotional Needs
San Francisco State University, Course: Observation and Participation in Special Education
Spring 2019

Topic: Externalizing Disorders, Mental Health, and Evidence-Based Practices at School
San Francisco State University, Course: Observation and Participation in Special Education
Spring 2019

Topic: Positive Behavior Interventions and Supports
San Francisco State University, Course: Introduction to Disability
October 2017

Topic: Positive Behavior Interventions and Supports
San Francisco State University, Course: Introduction to Disability
June 2017

HIGHER EDUCATION TEACHING EXPERIENCE

UNIVERSITY OF CALIFORNIA, BERKELEY

Foundations of Reading Instruction, Co-Instructor (Fall 2017, 2018, 2020, 2021)
Foundations of Reading Instruction, Instructor (Fall 2019)
Universal Design for Learning in the Classroom, Graduate Student Instructor (Summer 2021)
Project-Based Learning, Graduate Student Instructor (Spring 2020)

SAN FRANCISCO STATE UNIVERSITY

Inclusive Education: Empowerment and Equity in Diverse Schools (Fall 2018, 2019, Spring 2020)
Intern Teacher Support Course for Mild/Moderate Support Needs (Fall 2019, 2020, Spring 2020)
Student Teaching Supervision Course for Mild/Moderate Credential Candidates (Fall 2019, 2020, Spring 2020)

K–12 TEACHING EXPERIENCE

- 2011 – 2014 **Special Education Teacher**
Creslane Elementary, Creswell, OR
- 2010 – 2011 **Kindergarten Teacher**
Kindercare, Eugene, OR
- 2009 – 2010 **Paraprofessional**
Oak Hill School, Eugene, OR

TEACHING CREDENTIALS

Education Specialist Teacher Credential, Mild/Moderate
Elementary Multiple Subject Credential
California Language Acquisition and Development (CLAD) Credential

FELLOWSHIPS, AWARDS, AND HONORS

- 2021 **Educating Teacher Educators Fellow**
California Teacher Education Improvement Network
- 2021 **Graduate School of Education Doctoral Completion Fellowship Award**
University of California, Berkeley
- 2020 **AERA Division K Mentoring Session Student Scholar**
AERA Teaching and Teacher Education Division
- 2020 **Chris Larsen Scholarship**
San Francisco State University, Graduate College of Education
- 2020 **Crumpton, Baxter, Bonham Memorial Scholarship**
San Francisco State University, Graduate College of Education
- 2019 **Kaleidoscope Presentation Student Research Award for Literature Review**
Council for Exceptional Children Teacher Education Division
- 2019 **Graduate School of Education Fellowship Award**
University of California, Berkeley
- 2018 **Mabel Whitehead Special Education Scholarship**
San Francisco State University, Graduate College of Education
- 2018 **Dorothy B. Lucas Special Education Scholarship**
San Francisco State University, Graduate College of Education

- 2018 **Graduate School of Education Fellowship Award**
University of California, Berkeley
- 2018 **Graduate School of Education Summer Grant Award**
University of California, Berkeley
- 2018 **Chris Larsen Scholarship**
San Francisco State University, Graduate College of Education
- 2017 **Graduate School of Education Fellowship Award**
University of California, Berkeley
- 2017 **Graduate School of Education Summer Grant Award**
University of California, Berkeley
- 2017 **Mabel Whitehead Special Education Scholarship**
San Francisco State University, Graduate College of Education
- 2016 **Mabel Whitehead Special Education Scholarship**
San Francisco State University, Graduate College of Education

RESEARCH EXPERIENCE

- 2021 – Present **Program Design Consultant**
Study title: Broadening Participation in mathematics for English learners with mathematics difficulties: A multi-site impact study
Principal investigator: Christian Doabler, University of Texas, Austin, National Science Foundation (\$1.4 million)
- 2020 – Present **Graduate Student Researcher**
Study title: CalTeach at Berkeley: Berkeley 3-D Teaching Project
Principal investigators: Deborah Nolan and Elisa Stone, University of California, Berkeley, National Science Foundation (\$900,000)
- 2017 – 2020 **Graduate Student Researcher**
Study title: Attitudes Toward Individuals with Disabilities, Instrument Construction Project
Principal investigator: Janelle Rodl, San Francisco State University, Office of Research and Sponsored Programs (\$9,199)
- 2017 – 2020 **Co-Principal Investigator**
Study title: Teacher Study Groups: Applying Collaborative Models for Teacher Learning in the Preservice Context (A Series of Design Experiments)
Principal investigators: Allison Firestone, University of California, Berkeley, and Rebecca Cruz, Johns Hopkins University

- 2019 – 2020 **Co-Principal Investigator**
 Study title: Constructing an Instrument to Measure Special Educators’ Knowledge of High-Leverage Practices
 Principal investigators: Allison Firestone, Corrine Aramburo, and Rebecca Cruz, University of California, Berkeley
- 2018 – 2019 **Co-Principal Investigator**
 Study title: Teachers’ Perceptions of Preparedness to Teach Students with Internalizing Disorders
 Principal investigators: Allison Firestone and Rebecca Cruz, University of California, Berkeley
- 2016 – 2017 **Graduate Student Researcher**
 Study title: Community Service Learning in the Teacher Recruitment Pipeline
 Principal investigator: Janelle Rodl, San Francisco State University Office of Research and Sponsored Programs (\$9,199)
- 2015 – 2019 **Research Assistant**
 Study title: Precision Math: Using Interactive Gaming Technology to Build Student Proficiency in the Foundational Concepts and Problem-Solving Skills of Measurement and Data Analysis
 Principal investigators: Christian Doabler, University of Texas, Austin, and Ben Clarke, University of Oregon, National Science Foundation (\$3 million)
- 2014 – 2016 **Research Assistant**
 Study title: Investing in Innovation Fund (i3): Validation of the Effectiveness of an Innovative Early Mathematics Intervention for High-Need Students
 Principal investigator: Ben Clarke, University of Oregon, Institute of Education Sciences (\$15 million)
- 2012 **Master’s Thesis Research Project**
 Study title: Incorporating High-Quality Problem-Solving into Elementary Mathematics Instruction
 Advisor: Kathleen Jungjohann

SERVICE TO PROFESSION

American Educational Research Association (2021)
 Conference Proposal Reviewer for: Division K: Teaching and Teacher Education, Critical Educators for Social Justice Special Interest Group, Lesson Study Special Interest Group, Mixed Methods Research Special Interest Group

Berkeley Review of Education (2016 – 2021)

Co-Chief Editor: 2019 – 2021

Senior Copy Editor: 2017 – 2019

Manuscript Reviewer (2019 – Present)

AERA Open

TEACHING Exceptional Children

Young Exceptional Children

PROFESSIONAL AFFILIATIONS

American Association of Colleges for Teacher Education (2020 – Present)

Member

American Educational Research Association (2019 – Present)

Member, Division K: Teaching and Teacher Education and Mixed Methods Research Special Interest Group

Council for Exceptional Children (2014 – Present)

Member, Division of Research

Mixed Methods International Research Association (2020 – Present)

Member