Joshua P Kunnath, Ed.D.

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Education

Doctor of Education in Educational Leadership   2015

California State University, Fresno, CA

>*Dissertation title: The Impact of Student Poverty Level of the Teacher Grading Decision-making Process*

Master of Arts in Educational Administration   2011

California State University, Bakersfield, CA

Master of Arts in Secondary Education   2009

Oakland University, Rochester Hills, MI

Bachelor of Science in Applied Ecology and Environmental Science   2004

Michigan Technological University, Houghton, MI

Teaching & Leadership Experience

High School Teacher   2008-present

English Teacher, Highland High School (HHS), Bakersfield, CA.

- *Current assignment: AP English Language and Composition (2013-present) and English Language Development (ELD) 3 & 4.*

- *Past assignments: Teacher of English and biology for grades 9-12. Courses taught include remedial 9th, 10th, and 11th grade English; 9th, 11th, 12th grade college preparatory English; 9th grade GATE English; college preparatory biology; GATE biology.*

English Department Chair   2016-present

Highland High School, Bakersfield, CA

Grading Reform Coach   2020-present

Crescendo Education Group

Assistant Dean of Students   2015-2018

Highland High School, Bakersfield, CA

Public & Private Tutor   2005-present

- *For over 15 years I've tutored students from grades 4th-12 grade in reading and writing skills.*

Professional Activities

• Grading Reform Facilitator, KHSD	2019-present
• Literacy Council Leader, HHS	2019-present
• GATE/Pre-AP Coordinator, HHS	2018-present
• District English Curriculum Team, KHSD	2017-present
• English Department Chair, HHS	2016-present
• Teacher Leadership Team, HHS	2009-present
• Testing Coordinator, HHS	2017-2018
• WASC Co-Coordinator, HHS	2017-2018
• English 11 PLC Learning Team Leader, HHS	2013-2016
• Assistant Dean of Students, HHS	2015-2018
• Member of PBIS Team, HHS	2015-2018
• Teacher Mentor	Spring 2016
• Master teacher for student teacher	Summer 2014-2016
• English Resource Teacher	2014-15
• WASC Report Coauthor/Coeditor	2014-15
• WASC Focus Group Leader, HHS	2012-13, 2014-15
• KHSD Administrative Leadership Academy	Spring 2014
• English 9 PLC Learning Team Leader, HHS	2013-14
• Member of RtI Committee, HHS	2012-13
• Member of CSUB-KHSD RIAP Program	2010-12
• Coauthor of School Literacy Plan, HHS	2010

Awards and Achievements

Highland High School Teacher of the Year	2019

Publications

Kunnath, J. P., & Jackson, A. (2019). Developing student critical consciousness: Twitter as a tool to apply critical literacy in the English classroom. *Journal of Media Literacy Education, 11*(1), 52-74.

Kunnath, J. P., & Suleiman, M. (2018). Examining the role of poverty in teacher grading decisions. *CLEARvoz Journal, 4*(2), 5-26.

Kunnath, J. P. (2017). Creating meaningful grades. *Journal of School Administration Research and Development, 2*(1), 53-56.

Kunnath, J. P. (2017). Teacher grading decisions: Influences, rationale, and practices. *American Secondary Education, 45*(3), 68-88.

Kunnath, J. P. (2016). *A critical pedagogy perspective of the impact of school poverty level on the teacher grading decision-making process* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Full Text: The Humanities and Social Sciences Collection. (Accession No. 1762747575)

DeVoogd, G., Kunnath, J., Rocha, R. & Jackson, A. (2015). Teacher development in the English classroom: Exploring the affordances of Twitter to address the action element of critical literacy. In D. Slykhuis & G. Marks (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 2062-2067). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Kunnath, J., Rocha, R., Jackson, A. & DeVoogd, G. (2015). Native student technology in the classroom: Exploring the affordances of Twitter in applying critical literacy to the English curriculum. In *Proceedings of Global Learn 2015* (pp. 115-118). Association for the Advancement of Computing in Education (AACE).

Presentations

Kunnath, J. P. (2020, April). Implications of distance learning grading policy: A focus on student learning. Webinar presented to teachers interested in grading reform within KHSD and from around the country.

Kunnath, J. P., & Montanio, M. (2020, February). Getting grading right: Practical tips on making grading practices more equitable. Presentation at California Teachers of English Conference (CATE) in Los Angeles, CA.

Kunnath, J. P., & Montanio, M. (2019, March). Stop. Collaborate. It's feedback: Using rubrics to engage students in self and peer assessment. Presentation at Building Bridges Conference in Bakersfield, CA.

Kunnath, J. P., & Montanio, M. (2019, February). Moving to proficiency: Teacher and student rubric and feedback use for higher levels of learning. Presentation at California Teachers of English Conference (CATE) in Burlingame, CA.

Montanio, M. & Kunnath, J. P. (2018, March). Ownership of learning: Teacher and student use of rubrics for clarity, feedback, and grading. Presentation at Building Bridges Conference in Bakersfield, CA.

Kunnath, J. P. (2016, September). Teacher grading decision making. Virtual lecture presented to doctoral students in Data Driven Decision Making course at University of Louisiana at Monroe.

Kunnath, J. P. (2016, May). A critical pedagogy perspective of the impact of school poverty level on the teaching grading decision-making process. Symposium conducted at Graduate Research and Creative Activities Symposium at California State University, Fresno.

DeVoogd, G., Kunnath, J. P., Rocha, R. & Jackson, A. (2015, April). Silence as a Habit: Does the Use of Twitter as a Response to Literature Increase Critical Student Voice?. Research presented at the Outlawed: The Naked Truth About Censored Literature for Young People Conference, Fresno, CA.

Kunnath, J. P., Rocha, R., Jackson, A., & DeVoogd, G (2015, April). Native student technology in the classroom: Exploring the affordances of Twitter in applying critical literacy to the English curriculum. Paper presented at the *Global Learn 2015 Conference, Berlin, Germany.*

DeVoogd, G., Kunnath, J. P., Rocha, R. & Jackson, A. (2015, March). Teacher development in the English classroom: Exploring the affordances of Twitter to address the action element of critical literacy. Paper presented at the *Society for Information Technology & Teacher Education International Conference, Las Vegas, NV.*

Kunnath, J. P., Rocha, R., & Jackson, A. (2015, February). Twitter use to implement critical literacy in the English classroom. Research presented at ACSA region 11 meeting in Bakersfield, CA.

Professional Service

• Open-Access Educational Blog: joshkunnath.com/blog/	2019-present
• Open-Access Educational Website: joshkunnath.com	2019-present
• Editor, *Journal of School Administration Research and Development*	2017-present
• Peer Reviewer, Solution Tree Press	2019-present
• Peer Reviewer, *CLEARvoz Journal*	2017-present
• Editorial Board, *Journal of School Administration Research and Development*	2016-2017

Professional Development

• California Association of Teachers of English Convention—Los Angeles	February, 2020
• Visible Learning Conference—Las Vegas	July, 2019
• Implicit Bias Training—Bakersfield	April, 2019
• California Association of Teachers of English Convention—San Francisco	February, 2019
• Restorative Practices Training—Bakersfield	October, 2018
• California Association of Teachers of English Convention—San Diego	March, 2018
• AP By the Sea Summer Institute: Pre AP Vertical Alignment—San Diego	July, 2017
• HS-PBIS Symposium—Newport Beach	February, 2017
• Impact Team Training—Bakersfield	2016-19
• Exemplary Practices in Educational Leadership Conference—Fresno	October, 2016
• Social Emotional Learning Training—Bakersfield	January, 2016
• GAFE Summit—Bakersfield	September, 2015
• MTSS-PBIS Team Training	August, 2015
• NVivo Workshop—CSU, Bakersfield	May, 2015
• SPSS Workshop—CSU, Bakersfield	March, 2015
• Exemplary Practices in Educational Leadership Conference—Fresno	October, 2014
• AP Institute: English Language and Composition—Palos Verdes	August, 2014
• Solution Tree RtI Conference—Sacramento	June, 2012
• Pat Quinn RtI Seminar—Anaheim	May, 2012
• PLC Summer Institute—Los Angeles	July, 2010
• Write Tools Training—Bakersfield	June, 2010
• ERWC Training—Bakersfield	March, 2009
• AVID Write Path Training—Bakersfield	November, 2008

Research Interests

• Grading and Assessment	• Critical Theory and Social Justice
• Student Feedback	• Curriculum Design
• Literacy	• Teacher Decision-making

References

Please ask for a list of references