

Joshua Kunnath, Ed.D.

English Teacher, Instructional Coach, Researcher, Consultant
 joshkunnath@gmail.com

Education

Doctor of Education in Educational Leadership 2016

California State University, Fresno, CA

- Dissertation title: *A Critical Pedagogy Perspective of the Impact of School Poverty Level on 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 & English 11 Teacher
- **Past assignments:** *English*: English Language Development 3 (ELD3); remedial 9th, 10th, and 11th grade; 9th, 11th, & 12th grade college preparatory; 9th grade GATE; *Biology*: college preparatory, GATE.

Lecturer Spring 2025

Applied Qualitative Methods, Doctoral Program of Educational Leadership,

California State University, Bakersfield

Instructional Coach 2023-present

Highland High School (HHS), Bakersfield, CA

Grading & Assessment Reform Consultant 2021-present

Independent Contractor

Equitable Grading Coach 2020-2024

Crescendo Education Group, Oakland, CA (Virtual)

Editor of *Journal of School Administration Research and Development* 2017-present

JSARD is an open-access academic journal (JSARD.org)

English Department Chair 2016-2022

Highland High School, Bakersfield, CA

Assistant Dean of Students 2015-2018

Highland High School, Bakersfield, CA

Professional Activities

- School-wide Grading Coach, HHS 2021-present
- Grading Reform Facilitator, KHSD 2019-present
- District English Curriculum Team, KHSD 2017-present
- English Department Chair, HHS 2016-2022
- Teacher Leadership Team, HHS 2009-2021
- Literacy Council Leader, HHS 2019-2020
- GATE/Pre-AP Coordinator, HHS 2018-2020
- 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 2014-16
- English Resource Teacher 2014-15
- WASC Report Coauthor/Coeditor 2014-15
- WASC Focus Group Leader, HHS 2012-15
- KHSD Administrative Leadership Academy Spring 2014
- English 9 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

Awards and Achievements

- Highland High School Teacher of the Year 2019

Publications

Kunnath, J. (under review). Implementing standards-based grading in English language arts. In M. Townsley & J. Wilcox (Eds.), *Implementing standards-based grading in the content areas* (pp. 94-120). Solution Tree.

Kunnath, J., Townsley, M., & Radunzel, J. (under review). Silver lining or missed opportunity? A mixed methods study of COVID-19 school closures and grading reform efforts in K-12 schools. *Journal of School Leadership*.

Kunnath, J., & Sikkes, R. (2024). *A progression of grading reform: Moving from traditional to competency-based grading and beyond*. Mimi and Todd Press.
https://thecorecollaborative.com/wp-content/uploads/2024/11/A-Progression-of-Grading-Reform_web.pdf

Townsley, M., & Kunnath, J. (2022). Exploring state department of education grading guidance during COVID-19: A model for future emergency remote learning. *Education Policy Analysis Archives*, 30, (163). <https://doi.org/10.14507/epaa.30.7448>

Suleiman, M., & Kunnath, J. (2021). Examining inequities in grading practices to empower the disadvantaged learner. In Huber, T., O'Meara, J.G. (Eds.), *Education around the globe: Creating opportunities and transforming lives* (pp. 29-68). Information Age Publishing.

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. <https://doi.org/10.23860/JMLE-2019-11-1-3>

Kunnath, J. P., & Suleiman, M. (2018). Examining the role of poverty in teacher grading decisions. *CLEARvoz Journal*, 4(2), 5-26.
<https://journals.sfu.ca/cvj/index.php/cvj/article/view/43>

Kunnath, J. P. (2017). Creating meaningful grades. *Journal of School Administration Research and Development*, 2(1), 53-56. <https://doi.org/10.32674/jsard.v2i1.1926>

Kunnath, J. P. (2017). Teacher grading decisions: Influences, rationale, and practices. *American Secondary Education*, 45(3), 68-88. <http://www.jstor.org/stable/45147903>

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)
<https://scholarworks.calstate.edu/concern/theses/1v53jz72g>

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 & Workshops

Kunnath, J. (2025, October). *Balanced grading: A comprehensive approach to grading and assessment reform: Workshop #1*. Full-day workshop for a cohort of 10 Highland High School teachers. Workshop at Highland High School in Bakersfield, CA.

Kunnath, J. (2025, September). *Balanced grading: A comprehensive approach to grading and assessment reform: Kick-off*. Half-day kick-off workshop for a cohort of 10 Highland High School teachers. Workshop at Highland High School in Bakersfield, CA.

Kunnath, J., & Heasley, Y. (2024, June). *Learning-centered grading and assessment summer workshop*. Two-day workshop to guide a group of Kern High School District (KHSD) Teachers (about 30) to align priority standards to assessments and grades at KHSD office in Bakersfield, CA.

Kunnath, J. (2025, May). *Kern High Teacher Residency Program (KHTR) equitable grading workshop*. Workshop to help resident teachers prepare for the implementation of equitable grading within the classroom at Highland High School in Bakersfield, CA.

Kunnath, J. (2025, April). *Balanced grading: A comprehensive approach to grading and assessment reform: Workshop #4*. Full-day workshop for a cohort of 30 Highland High School teachers. Workshop at Highland High School in Bakersfield, CA.

Kunnath, J. (2025, March). *Prioritizing & Unpacking Standards, Creating Learning Progressions, & Determining Success Criteria*. Presentation at California Teachers of English Conference (CATE) in Burlingame, CA.

Heasley, Y., & Kunnath, J. (2025, March). *Equity in grading & assessment: Strategies for breaking barriers & promoting mastery*. Presentation at California Teachers of English Conference (CATE) in Burlingame, CA.

Kunnath, J. (2025, February). *Balanced grading: A comprehensive approach to grading and assessment reform: Workshop #3*. Full-day kick-off workshop for a cohort of 30 Highland High School teachers. Workshop at Highland High School in Bakersfield, CA.

Kunnath, J. (2024, December). *Balanced grading: A comprehensive approach to grading and assessment reform: Workshop #2*. Full-day kick-off workshop for a cohort of 30 Highland High School teachers. Workshop at Highland High School in Bakersfield, CA.

Kunnath, J., & Sikkes, R. (2024, November). *Making the move from traditional grading to competency-based grading and assessment: A practical progression of reform*. Presentation at Embrace Kern Equity Symposium in Bakersfield, CA.

Kunnath, J. (2024, October). *Balanced grading: A comprehensive approach to grading and assessment reform: Workshop #1*. Half-day kick-off workshop for a cohort of 30 Highland High School teachers. Workshop at Highland High School in Bakersfield, CA.

Kunnath, J. (2024, September). *Balanced grading: A comprehensive approach to grading and assessment reform: Kick-off*. Full-day kick-off workshop for a cohort of 30 Highland High School teachers. Workshop at Highland High School in Bakersfield, CA.

Kunnath, J., & Heasley, Y. (2024, September). *Equity in grading and assessment: Strategies for breaking barriers and promoting mastery*. Presentation at Riverside Country Excellence Through Equity Conference in Palm Springs, CA.

Kunnath, J., & Heasley, Y. (2024, September). *Kern High Teacher Residency Program (KHTR) equitable grading workshop*. Workshop to help resident and mentor teachers understand and apply the concepts of equitable grading within the classroom at Kern High School District Board Room in Bakersfield, CA.

Kunnath, J., & Heasley, Y. (2024, September). *An intentional approach to accurate and equitable assessment and grading*. Presentation to Oxnard Union High School District literacy coaches. Virtual presentation.

Kunnath, J. (2024, September). *Balanced grading: A comprehensive approach to grading and assessment reform*. Full-day kick-off workshop for a cohort of 30 Highland High School teachers. Workshop at Highland High School in Bakersfield, CA.

Kunnath, J. (2024, August). *Balanced grading: Exploring grading purpose and gradebook weighting*. Keynote presentation to Highland High School staff at pre-service meetings. Presentation at Highland High School in Bakersfield, CA.

Kunnath, J., & Heasley, Y. (2024, August). *An intentional approach to accurate and equitable assessment and grading*. Keynote presentation to Oxnard Union High School District staff at pre-service meetings. Presentation at Oxnard High School in Oxnard, CA.

Kunnath, J., & Heasley, Y. (2024, June). *Standards-based grading and assessment*. Two-day workshop to guide a group of Kern High School District (KHSD) Teachers (about 30) to implement standards-based grading practices in their classrooms at KHSD district office in Bakersfield, CA.

Kunnath, J., & Heasley, Y. (2024, May). *Kern High Teacher Residency Program (KHTR) equitable grading workshop*. Workshop to help resident teachers prepare for the implementation of equitable grading within the classroom at Highland High School in Bakersfield, CA.

Kunnath, J., & Heasley, Y. (2024, March). *Transforming ELA assessment: Using a 4-point scale, distinguishing learning from behaviors, and crafting effective reassessment strategies*. Presentation at California Teachers of English Conference (CATE) in Los Angeles, CA.

Kunnath, J., & Heasley, Y. (2023, November). *Achieving equity through learning-centered grading*. Presentation at Embrace Kern Equity Symposium in Bakersfield, CA.

Kunnath, J. (2023-2024). *Balanced grading: A pragmatic approach to implementing grading reform*. A 4-part workshop series (a $\frac{1}{2}$ day each) with Highland High School teachers (about 22) to implement grading reform in their classrooms. Workshops at Highland High School in Bakersfield, CA.

Heasley, Y., & Kunnath, J. (2023-2024). *Learning-Centered grading and Assessment*. A 4-part workshop series (full-day each) with Kern High School District teachers (about 30) to implement grading reform in their classrooms. Workshops at KHSD district office in Bakersfield, CA.

Kunnath, J. P., & Heasley, Y. (2023, September). *Achieving equity through learning-centered grading*. Presentation at Riverside County Excellence Through Equity Conference in Indian Wells, CA.

Kunnath, J., & Heasley, Y. (2023, September). *Kern High Teacher Residency Program (KHTR) equitable grading workshop*. Workshop to help resident and mentor teachers understand and apply the concepts of equitable grading within the classroom at Kern High School District Board Room in Bakersfield, CA.

Kunnath, J., & Heasley, Y. (2023, June). *Standards-based grading and assessment*. Two-day workshop to guide a group of Kern High School District (KHSD) Teachers (about 60) to implement standards-based grading practices in their classrooms at KHSD district office in Bakersfield, CA.

Kunnath, J. (2023, June). *Rethinking the F word: Exploring equitable grading practices and student failure rates*. Presentation at 2023 ERWC Literacy Conference in Pomona, CA.

Kunnath, J. (2023, May). *Purposeful grading reform, session 2*. Workshop to assist a group (about 20) Foothill high school teachers implement grading reform in their classrooms at Foothill High School in Bakersfield, CA.

Kunnath, J., & Heasley, Y. (2023, March). *Learning centered grading workshop 3*. Workshop to guide a group of Kern High School District (KHSD) Teachers (about 30) to implement equitable grading practices in their classrooms at KHSD district office in Bakersfield, CA.

Kunnath, J. (2023, March). *Rethinking the F word: Exploring equitable grading practices and student failure*. Presentation at California Teachers of English Conference (CATE) in Monterey, CA.

Kunnath, J., & Heasley, Y. (2022, December). *Learning centered grading workshop 2*. Workshop to guide a group of Kern High School District (KHSD) Teachers (about 30) to implement equitable grading practices in their classrooms at KHSD district office in Bakersfield, CA.

Kunnath, J. (2022, November). *Rethinking the F Word: Exploring Equitable Grading Practices and Student Failure*. Presentation at 2022 NCTE Annual Convention in Anaheim, CA.

Kunnath, J. (2022, November). *Purposeful grading reform, session 2*. Workshop to assist a group (about 20) Foothill high school teachers implement grading reform in their classrooms at Foothill High School in Bakersfield, CA.

Kunnath, J. (2022, October). *Kern High Teacher Residency Program (KHTR) equitable grading workshop*. Workshop to help resident and mentor teachers understand and apply the concepts of equitable grading within the classroom at Highland High School in Bakersfield, CA.

Kunnath, J., & Heasley, Y. (2022, October). *Learning centered grading workshop 1*. Workshop to guide a group of Kern High School District (KHSD) Teachers (about 30) to implement equitable grading practices in their classrooms at KHSD district office in Bakersfield, CA.

Kunnath, J. (2022, July). *Purposeful grading reform, session 1*. Workshop to assist a group (about 20) Foothill high school teachers implement grading reform in their classrooms at Foothill High School in Bakersfield, CA.

Kunnath, J. (2022, June). *Increasing grading equity by refocusing assessment*. Presentation at 2022 ERWC Literacy Conference in Pomona, CA.

Kunnath, J. (2022, February). *Leveraging assessment to create equitable grades*. Presentation at California Teachers of English Conference (CATE) in Long Beach, CA.

Kunnath, J. (2021, September). *Kern High Teacher Residency Program (KHTR) equitable grading workshop*. Workshop to help resident and mentor teachers understand and apply the concepts of equitable grading within the classroom at Highland High School in Bakersfield, CA.

Kunnath, J. (2021, June). *Implementing equitable grading practices*. Workshop at Stockdale High School in Bakersfield, CA.

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

Research Interests

- Grading and Assessment
- Student Feedback
- Grounded Theory
- Equity and Social Justice
- Teacher Decision Making
- Competency-based Learning