

Sarah M. Fine

Curriculum Vitae

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San Diego, CA 92037
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Graduate School of Education
High Tech High
2150 Cushing Road
San Diego, CA 92106

EDUCATION

- 2017 Ed.D. Culture, Communities, and Education, Harvard University
Dissertation: “Struggling Toward Humanization: Restorative justice, deeper learning, and the pursuit of transformed relationships at a charter school”
Committee: Sara Lawrence-Lightfoot, Jal Mehta, Meira Levinson
- 2013 Ed.M. Education Policy and Management, Harvard University
- 2009 M.A. English, Bread Loaf School of English at Middlebury College
- 2005 A.B. English and American Literature, Harvard University, *Magna cum Laude* with highest honors in field

RESEARCH & TEACHING INTERESTS

Humanizing pedagogies; Restorative practices in education; Educational change; Teacher preparation & teacher learning; Ethnographic methods

PUBLICATIONS & PAPERS

Books & book chapters

- 2019 Mehta, J.D., & Fine, S.M. (2019). *In Search of Deeper Learning: The Quest to Remake the American High School*. Cambridge, MA: Harvard University Press.
- 2017 Mehta, J. D., & Fine, S.M. (2017). How We Got Here: The Imperative for Deeper Learning. In R. Heller, R. Wolfe, & A. Steinberg (Eds.), *Rethinking Readiness: Deeper Learning for College, Work, and Life* (pp. 11-36). Cambridge, MA: Harvard Education Press.

Peer Reviewed Articles

- 2022 Fine, S.M. “Striving for Symmetry: Surfacing dilemmas of constructivist-restorative leadership.” *Journal of Educational Administration*. Manuscript under review.

- 2018 Fine, S.M. (2018). Authenticity, Conviction, and Critical-Restorative Pedagogy in the Work of One Teacher-Leader. *Harvard Educational Review*. 88(1), 103-125.
- 2017 Fine, S.M. Why Dewey Needs Freire, and Vice Versa: A call for critical deep learning. *UnBoxed: A Journal of Adult Learning*. San Diego, CA: High Tech High Graduate School of Education.
- 2015 Mehta, J.D., & Fine, S.M. Bringing Values Back In: How purposes shape practices in coherent school design. *Journal of Educational Change* 16(4), 483-210.
- 2014 Fine, S. M. "A Slow Revolution": Toward a theory of intellectual playfulness in high school classrooms. *Harvard Educational Review* 84(1), 1-23.

Policy and Research Reports

- 2015 Mehta, J.D., & Fine, S.M. *The What, Why, How, and Where of Deeper Learning in American Secondary Schools*. Students at the Center: Deeper Learning Research Series. Boston, MA: Jobs for the Future.

Conference Papers

- 2020 "Schools Where Adolescents Can Thrive: Bringing the Periphery Into the Center." American Education Research Association
- 2019 "Why the Periphery is More Vital than the Core: The Power of the Second Grammar of Schooling." American Education Research Association.
- 2018 "Exploring Leaders' and Teachers' Understandings of Restorative Instruction." American Education Research Association.
- 2017 "Striving for Symmetry: Surfacing dilemmas of restorative leadership." American Education Research Association.
- 2017 "Unlearning Certainty: An inquiry into the learning of instructional leaders during a process of organizational change." American Education Research Association.
- 2015 "In Pursuit of Deeper Learning: Inside the effort to remake the American high school." American Education Research Association.
- 2014 "Learning Deeply Together: An action research inquiry into the functioning of teacher teams." American Education Research Association.
- 2013 "In Pursuit of Ambitious Instruction: Learning flexibly and playfully." American Education Research Association.

Other Publications

- 2022 Fine, S.M. (2022, 19 May). Forget No Excuses: We Need Schools Where Everyone Can Be Whole. *Tedx Maples Met School*.
- 2022 Fine, S.M. (2022, April) Q&A with Sarah Fine. *Lead the Change*, a publication of the Educational Change SIG.
- 2021 Fine, S. M. (2021, April). California’s Subject-Matter Testing for Teachers is Chasing Away Prospective Candidate. *Education Source*.
- 2019 Fine, S.M. (2019, 15 May). I Was A White Teacher Who Couldn’t talk About Race. A Journey Through Successful U.S. High Schools Changed My Thinking. *Chalkbeat*.
- 2019 Mehta, J.M, & Fine, S.M. (2019, 30 March). How to Make High Schools Better for Students. *Los Angeles Times*.
- 2019 Mehta, J.M, & Fine, S.M. (2019, 30 March) High School Doesn’t Have To Be Boring. *New York Times*.
- 2017 Fine, S.M. (2017, 11 December). Can “No Excuses” Schools Become Places of Deep Learning? [*Education Week* blog post].
- 2016 Fine, S.M. (2016, 29 November). Why Dewey Needs Freire, and Vice Versa: A call for critical deep learning [*Education Week* blog post].
- 2015 Fine, S.M. (2015, October 7). Deeper Discipline Demands Deeper Pedagogy [*Education Week* blog post].
- 2014 Fine, S.M., & Mehta, J.D. (2014). How to Combine Rigor with Engagement. *Educational Leadership* 72(2), online only.
- 2014 Mehta, J.D., & Fine, S.M. (2014). The Elusive Quest for Deeper Learning. *Harvard Education Letter* 30(4), 8-7.
- 2012 Mehta, J. D., & Fine, S. M. (2012). Teaching Differently. . . Learning Deeply. *Phi Delta Kappan* 94(2), 31–35.
- 2010 Fine, S.M. (2010, October 14). Moving Forward with the Common Core. *Education Week* 30(8), 18-19.
- 2009 Fine, S.M. (2009, March 18). Consumed by Failure: Shifting the language of school accountability. *Education Week* 28(25), 22-23.

HONORS, AWARDS, FELLOWSHIPS, & GRANTS

2022	New Pedagogies for Deeper Learning Research Grant
2021	Grawemeyer Award in Education
2017	Student Voice Fellowship, George Lucas Education Foundation
2016	Dissertation Fellowship, National Academy of Education & Spencer Foundation
2015	Dean's Summer Fellowship, Harvard Graduate School of Education
2013	Certificate of Distinction in Teaching, Derek Bok Center at Harvard University
2012	Dean's Summer Fellowship, Harvard Graduate School of Education
2010	Presidential Fellowship, Harvard Graduate School of Education
2009	Laurence Holland Scholarship, Bread Loaf School of English
2008	Kathleen Downey Scholarship, Bread Loaf School of English
2005	Highest honors in field, Department of English, Harvard University

CONFERENCE PRESENTATIONS & INVITED TALKS

2022	“Toward Authenticity and Criticality in Secondary Classrooms: Findings from research and practice.” Presented to the faculty of the University of Winnipeg, Manitoba, Canada, May 2022.
2022	“What’s Whiteness Got to Do With It? Dilemmas of Racial Identity Development in Teacher Preparation Settings.” Presentation at the annual San Diego Office of Education Equity Conference, San Diego, CA, May 2022.
2022	“Beyond Icebreakers: Making space for social-emotional experiences during academic learning.” Presented at the annual Project Success Conference in Palo Alto, CA, May 2022.
2022	“Humanizing Teacher Preparation: Learnings from the San Diego Teacher Residency.” Presentation to the members of the Educational Change Special Interest Group, at the annual meeting of the American Educational Research Association, San Diego, CA, April 2022.
2020	“Schools Where Adolescents Can Thrive: Bringing the Periphery into the Center.” To be presented at the annual meeting of the American Educational

Research Association, San Francisco, CA, April 2020 (Conference Canceled due to COVID-19).

- 2020 “The Learning Our Students Deserve.” Presented at the annual meeting of the Kentucky Association of School Administrators, Louisville, KY, February 2020.
- 2019 “Preparing Teachers for Equitable Deep Learning via Residency Pathways.” Presented at the first annual convening of the Education Preparation Laboratory, New York, NY, May 2019.
- 2019 “Why the Periphery is More Vital than the Core: The Power of the Second Grammar of Schooling.” Presented at the annual meeting of the American Education Research Association, Toronto, Ontario, April 2019.
- 2019 “Racial Identity Development in the Lives of Deeper Learning Educators.” Presented at the annual Deeper Learning Conference in San Diego, CA, March 2019.
- 2018 “Re-Centering Authenticity in Student Experience: Student perceptions of moral gravity in project-based learning.” Presented at the George Lucas Educational Foundation annual meeting, San Rafael, CA, October 2018.
- 2018 “Exploring Leaders’ and Teachers’ Understandings of Restorative Instruction.” Presented at the annual meeting of the American Education Research Association, New York, NY, April 2018.
- 2017 “Striving for Symmetry: Surfacing dilemmas of restorative leadership.” Presented at the annual meeting of the American Education Research Association, San Antonio, TX, April 2017.
- 2017 “Unlearning Certainty: An inquiry into the learning of instructional leaders during a process of organizational change.” Presented at the annual meeting of the American Education Research Association, San Antonio, TX, April 2017.
- 2017 “Struggling Toward Humanization: Restorative justice, deeper learning, and the pursuit of transformed relationships at an urban charter school.” Presented at the National Academy of Education / Spencer Foundation spring fellowship retreat, Washington, D.C., March 2017.
- 2015 “More than the Sum of its Parts: The Role of Organizational Design in Creating Powerful Schools.” Presented with Jal Mehta at the Harvard Graduate School of Education’s Culture & Institutions Research Colloquia, March 2015.

- 2015 “In Pursuit of Deeper Learning: Inside the effort to remake the American high school.” Presented with Jal Mehta at the annual meeting of the American Education Research Association, Chicago, IL, April 2015.
- 2014 “Learning Deeply Together: An action research inquiry into the functioning of teacher teams.” Presented at the annual meeting of the American Education Research Association, Philadelphia, PA, April 2014.
- 2013 “In Pursuit of Ambitious Instruction: Learning flexibly and playfully.” Presented with Jal Mehta at the annual meeting of the American Education Research Association, San Francisco, CA, April 2013.
- 2013 “Designing for Deeper Learning.” Presented with Jal Mehta at the Expeditionary Learning National Conference, Baltimore, MD, March 2013.

HIGHER EDUCATION TEACHING EXPERIENCE

University of California, San Diego ~ Joint Doctoral Program in Educational Leadership

- 2018-present Course Instructor, *Participation and Observation in Qualitative Research*
- 2018-2021 Course Instructor, *Leadership for Learning*

High Tech High Graduate School of Education ~ M.Ed. Program in Teaching & Learning

- 2019-present Course Instructor, *Instruction and Assessment in Secondary English & Social Science*
- 2018-present Course Instructor, *Foundations of Student-Centered Teaching*
- 2018-present Course Instructor, *Justice I: Self, Schools, and Society*
- 2018-present Course Instructor, *Justice III: Critical Pedagogy*
- 2015-2019 Course Instructor, *Inquiry into Practice* (yearlong)
- 2017 Course Instructor, *Social-Emotional Learning*

Harvard Graduate School of Education ~ Ed.M. Programs

- 2020-21 Course Instructor, *Deeper Learning for all: Designing a 21st century school system*
- 2013-14 Lead Teaching Fellow, *Deeper Learning for all: Designing a 21st century school system*
- 2012-13 Lead Teaching Fellow, *Dilemmas of Equity and Excellence in K-12 Education*
- 2011 Teaching Fellow, *Charter Schools*

Derek Bok Center for Teaching and Learning at Harvard University

2013 Course Instructor, *Formative Assessment Practices in Higher Education*

RESEARCH EXPERIENCE

- 2022-present **New Pedagogies for Deeper Learning**
Co-principal Investigators: Michael Fullan, Dr. Jal Mehta
New Pedagogies for Deeper Learning, Toronto, Ontario, Canada
Responsibilities: review relevant literature; develop conceptual framework; design interview and observation protocols; conduct observations and interviews within Ottawa Catholic School Board; code and analyze data; present findings to audiences of scholars and practitioners.
- 2010-2018 **Deeper Learning Project**
Co-principal Investigator: Dr. Jal Mehta
Harvard Graduate School of Education, Cambridge, MA
Responsibilities: review relevant literature; develop conceptual framework; write grant proposals; design interview and observation protocols; identify and recruit participants; conduct observations and interviews at 30 different schools around the country; code and analyze data; present findings to audiences of scholars and practitioners; draft 4 of the book's 8 chapters; assist with manuscript revisions.
- 2017 **Student Voice Project**
Center for Research on Equity and Innovation
High Tech High Graduate School of Education, San Diego, CA
Responsibilities: obtain IRB approval for project; develop conceptual framework for project; design interview and observation protocols; recruit participants; collect documents and conduct interviews and observations; code and analyze data; author internal report for the George Lucas Education Foundation.
- 2014-2016 **Dissertation Research**
Harvard Graduate School of Education, Cambridge, MA
Responsibilities: obtain IRB approval for project; develop conceptual framework to guide research; generate interview protocols; recruit participants; collect documents and conduct interviews and observations; code and analyze data.
- 2012-2013 **Qualifying Paper Research**
Harvard Graduate School of Education, Cambridge, MA
Responsibilities: review and synthesize relevant literature; code and analyze data (collected for the Deeper Learning project); draft manuscript; revise manuscript for publication.

PROFESSIONAL EXPERIENCES

2018-present	Director, San Diego Teacher Residency, High Tech High Graduate School of Education, San Diego, CA
2018-present	Lecturer in Education Studies, University of California San Diego, San Diego, CA
2022-present	Invited Advisory Board Member, Boston Plan for Excellence, Boston, MA
2021-22	Adjunct Lecturer, Harvard Graduate School of Education, Cambridge MA
2016-17	Co-Editor in Chief, <i>UnBoxed: A Journal of Adult Learning</i> , San Diego, CA
2014-15	Deeper Learning Leadership Consultant, Prospect Hill Academy Charter School, Somerville, MA
2005-09	Teacher, Department Chair, and Instructional Coach at the César Chavez Public Charter High School for Public Policy, Washington, DC
2004	Teacher, Breakthrough Collaborative Cambridge, Cambridge, MA
2003	Teacher, Summerbridge San Francisco, San Francisco, CA

REFERENCES

Dr. Sara Lawrence-Lightfoot
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