

STACY ANNALISA GHERARDI

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EDUCATION

2016	Ph.D.	University of Illinois at Chicago, College of Education Policy Studies in Urban Education: Social Foundations of Education
2008	M.S.W	University of Illinois at Chicago, Jane Addams School of Social Work: Specialization in School Social Work
2005	B.S.W.	Valparaiso University Major: Social Work Minor: Urban Studies

CURRENT POSITION

Assistant Professor in the School of Social Work at New Mexico State University since 2016. I teach in both the BSW and MSW programs, teaching practice courses and policy courses. I conduct community-based research on school-reform policies which focus on the non-academic needs of students and work with schools across the state to train staff in trauma-sensitive practices and evaluate these practices.

RESEARCH INTERESTS

My research focuses on largely on the intersections of social and educational policy, exploring the practice of school social work as well as school reforms designed to provide holistic approaches to child well-being. I seek to understand and improve systemic approaches schools can utilize to improve student well-being, including the Community School Model, Inclusive Education and Trauma-Sensitive approaches. My work also seeks to understand and inform the ways in which school social workers function as part of school systems, including teacher-social worker perceptions and collaboration, inter-professional teams in schools and school social worker policy knowledge and policy practice in education. I have also conducted research in the area of inclusive education as an approach to supporting diverse learners and the impact of technology on inclusive education.

PEER REVIEWED PUBLICATIONS

Gherardi, S.A. & Whittlesey, W.K. (in press). Exploring school social worker involvement in community school Implementation. *Children and Schools*.

Gherardi, S.A. (2017). Policy windows in school social work: History, practice implications, and new directions. *School Social Work Journal*, 42(1), 37-54.

Gherardi, S. A., & Whittlesey-Jerome, W. K. (2017). Role Integration through the Practice of Social Work with Schools. *Children & Schools*, 40(1), 35-44.

Gherardi, S.A. (2017) Digitized and decoupled: Teacher sensemaking in a model 1:1 program. *Mid-West Educational Researcher*, 29(2), 166-194.

EDITED CHAPTERS

- Gherardi, S.A. (in press). Unfinished bridges over the digital divide: Lessons on addressing equity through 1:1 programming in G. Conchas & M. Gottfried (Eds.) *Policy goes to school: Case studies in the possibilities and limitations of educational innovations*.
- Gherardi, S.A. (2016). Social divides, digital bridges: Exploring the potential of technology in Inclusive Education in L. Miller, D. Becker, & K Becker (Eds.) *Technology for transformation: The confluence of educational technology and social justice*. Information Age Press.

PEER-REVIEWED PUBLICATIONS UNDER REVIEW

- Gherardi, S.A. (under review). Success stories: A Case study in administrator and teacher collective sensemaking around 1:1 technology. Submitted for review by *Leadership and Policy in Schools* in August 2017.

OTHER PUBLICATIONS

- Gherardi, S.A. (2017). The social worker's dilemma: Empathy and progress in the Trump era. *Social Work*, 62(3), 285.

WORKING PAPERS

- Gherardi, S.A., Gurrola, M.A., & Tafoya, J. (2018). Social justice and student writing: Findings from one BSW writing workshop. Intended for submission to *Journal of Social Work Education* by May 2018.
- Gherardi, S.A., Flinn, R.E., Juare, V.B., & Jio, J. (2018). Trauma-sensitive schools: Foundations, outcomes, and critical considerations. Intended for submission to *Urban Education* by May 2018.
- Bobadilla, T. & Gherardi, S.A. (2018). Conceptualizing caring in the experiences of Latina mothers of children with ASD. Intended for submission to *Journal of Family Social Work* by May 2018.

PRESENTATIONS

- Gherardi, S.A., Flinn, R.E., Jaure, V.B., Jio, J.M. (2018, April 19). *Interprofessional Collaboration in Trauma-Sensitive Schools*. Presentation at the Head to Toe conference for school health professionals. Albuquerque, NM.
- Gherardi, S.A., Gurrola, M.A., Tafoya, J. (2018, April 4). Social Justice and Student Writing: Lessons from one BSW Writing Workshop. Poster presentation at the New Mexico State University Research Council. Las Cruces, NM.
- Gherardi, S.A., Flinn, R.E., Jaure, V.B., Jio, J.M. (2018, March 17). *Trauma-Sensitive Schools: Caring for Our Students, Our Staff, and Our Selves*. Presentation at the National Association of Social Workers, New Mexico Chapter Conference. Albuquerque, NM.
- Gherardi, S.A. (2017, October 20). *Rethinking teaching as a helping profession*. Presentation at the New Mexico State University College of Education Symposium. Las Cruces, NM.
- Gherardi, S.A. (2017, August 9) *Want to be a better school social worker? Hug a teacher!* Continuing Education session presented to the Las Cruces Public Schools social work professional learning community. Las Cruces, NM.
- Gherardi, S.A. (2017, June 8). *Creating Spaces for Empathy and Action: Student Social Work Groups in Challenging Times*. Presentation at the International Association for Social Work with Groups Symposium. New York.

- Gherardi, S.A. (2017, April 30). *Success stories: A case study in administrator and teacher collective sensemaking around 1:1 computer technology*. Peer-Reviewed Paper Presentation at the American Education Research Association Annual conference. San Antonio, TX.
- Gherardi, S.A. (2017, April 21). *Trauma, Toxic Stress, and Trauma Sensitive Schools*. Continuing Education Session offered through National Association of Social Workers, Southern NM Chapter. Las Cruces, NM.
- Gherardi, S.A. (2017, March 30). *How social work can support inclusive education*. Professional Presentation for the National Association for Social Workers, New Mexico Annual Conference in Albuquerque, NM.
- Gherardi, S.A. (2017, March 22). *What do school social workers know about education policy?* Professional Presentation for the School Social Work Association of America in San Diego, CA.
- Gherardi, S.A. (2017, January 30). *Want to be a better school social worker? Ask a teacher!* Professional Presentation at the American Council for School Social Work Annual Conference: New Orleans, LA.
- Gherardi, S.A. (2016, June 14). *Data tracking across tiers of intervention*. Professional development session presented at the Training Institute for School Social Work Professionals: Chicago, IL.
- Gherardi, S.A. (2015, October 27). *Digitized and decoupled? Teacher sensemaking around educational technology in a model 1:1 program*. Peer Reviewed paper presented at the Midwestern Educational Research Association Annual Meeting: Evanston, Illinois.
- Gherardi, S. A. (2015, October 12). *Pervasive technology and paradigm shifts: Teacher perceptions of the impact of educational technology*. Poster presented at the Illinois Educational Research Council Annual Meeting: Lisle, Illinois.
- Gherardi, S.A. (2014, November). *Digital bridges and social divides: A case study in technology, sensemaking, and inclusive education*. Peer-Reviewed Paper presented at the Midwest Educational Research Association Annual Conference: Evanston, Illinois.
- Gherardi, S.A. (2012, May). *Changing schools, expanding mandates: Educators understanding and practice around non-academic factors in a demographically changing elementary school*. Poster presented at the Council on Contemporary Families Annual Conference: Chicago, Illinois.

EXTERNAL FUNDING

Gherardi, S.A. & Gurrola, M.A. (2017). Great conversations in social work: Using groupwork to promote inclusive dialogue and collective action around social justice. *International Association for Social Work with Groups (IASWG) SPARC Grant*. \$1,000 awarded in order to collaborate with community partners to facilitate dialogues with social work students and professionals throughout the 2017-2018 school year around emerging social justice issues and social work ethical and practical responses.

COMMUNITY PARTNERSHIPS

Las Cruces Public Schools- Leadership and service on initiatives relating to Community Schools, Trauma-Sensitive Schools, and Restorative Practices. Membership on school and district level committees. Provision of professional development for staff.

Ft. Wingate High School- Professional development and consultation on implementing trauma-sensitive practices in Native American school settings

CURRENT RESEARCH

Experiences and Outcomes in Trauma-Sensitivity Training for School Staff: Mixed methods study of school staff who participate in professional development around trauma-sensitive schools provided by the researcher. Study aims to measure effectiveness and other outcomes of training as well as assessing whether training impacts teacher perceptions of student/community strengths.

Assessing Non-Academic Teacher Intervention in the Middle School Classroom: Observational study of teachers to assess the amount of time they spend addressing non-academic needs and describing the ways in which they respond to student non-academic needs

Perceptions and Practices in School Social Worker Teacher Collaboration: National survey of school social workers relating to interprofessional perceptions of and collaboration with teachers

New Mexico School Social Worker Preparation: Statewide survey of school social workers around in-service and pre-professional preparation and its relationship to interprofessional collaboration

PROFESSIONAL EXPERIENCE

2016- Present

**Assistant Professor, School of Social Work
New Mexico State University
Las Cruces, NM**

Teach students in the BSW program. Serve on the BSW curriculum committee and as BSSWA faculty adviser. Conduct research on issues related to the systemic practice of school social work, community schools, trauma sensitive schools, and social work education. Worked to revise courses to reflect new CSWE competencies and received Quality Matters approval for blended course. Organized opportunities for inclusive dialogue around social work values and the current political environment within the department. **Courses Taught: SWK 315 Social Work Practice with Families, SWK 416 Social Work Practice with Groups**

2016

**Adjunct Faculty, Jane Addams College of Social Work
University of Illinois at Chicago
Chicago, IL**

Taught MSW students with a concentration in school social work. Provided feedback and guidance on developing skills in academic writing at the graduate level. **Courses Taught: SocW 565 Research II School Social Work Research**

2010-2016

**School Social Worker, Irving Elementary
Early Childhood Evaluation Team Member
District Social Work Department Leader
Berwyn South School District 100
Berwyn, IL**

Coordinate and provided social-emotional and behavioral supports in a school of 600 elementary students including group and individual counseling, social emotional learning, evaluation and casework. Collaborated with families to ensure student success in school and access to community resources. Monitored school-wide behavior data and used data to assess/change student interventions at all three tiers. Consulted with teachers to provide classroom environments to maximize student social-emotional development. Used Spanish proficiency to support work toward culturally and linguistically-appropriate educational practices in a predominantly Latino school district. Provided crisis-support and intervention to students, families, and teachers when needed. Conducted multi-faceted evaluations of students undergoing case studies from ages 3-11. Wrote and monitored IEP goals for students with disabilities. Provided departmental

professional development at monthly institute days and worked to developmental departmental policies, goals, and common practices across schools.

2014- 2016

**Crisis Prevention Institute (CPI) Trainer
Berwyn South School District 100**

Taught courses in Crisis Prevention and Non-Violent Crisis Intervention to a wide array of school-based professionals (social workers, counselors, special and general educators, administrators, paraprofessionals). Maintained district records on trainings and ensured that certifications were current.

2014-2016

**Professional Development Consultant, Behavior Support
Berwyn South School District 100
Berwyn, IL**

Provided district-wide professional development on promoting positive behaviors in the school setting and on applying Attachment Theory in the school setting via half-day and after-school seminars as well as weekly staff book studies.

2014-2015

**Research Assistant, Michael Cohen Group
UMIGO/ PBS Ready to Learn Summative Evaluation**

Interviewed students in order to obtain data regarding the effectiveness of the UMIGO App for mathematics as part of the PBS Ready to Learn grant. Entered and checked data for accuracy.

2008-2010

**School Social Worker, Oakwood Elementary
Lemont-Bromberek CSD 113A
Lemont, IL**

Served as the coordinator and provider of social-emotional and behavioral supports in a school of over 600 students in grades k-2. Provided group and individual counseling services to teach social skills, emotional management, and support students experiencing life challenges. Collaborated with families to ensure student success in school and access to community resources. Consulted with teachers to provide classroom environments to maximize student social-emotional development. Provided crisis-support and intervention to students, families, and teachers when needed. Conducted multi-faceted evaluations of students undergoing case studies from ages 5-8. Wrote and monitored measureable and meaningful IEP goals for students with disabilities.

2005-2007

**Fourth Grade Teacher/Teach for America Corps
Chicago International Charter School Wrightwood
Chicago, IL**

Taught fourth grade self-contained classroom for general education students and students with disabilities. Designed lessons in accordance with Illinois Learning Standards and met the needs of learners functioning at diverse levels. Built classroom community via the use of class meetings and weekly parent newsletter and progress reports.

AWARDS

2017- Dean's Award for Service, New Mexico State University College of Health and Social Services

COURSE DEVELOPMENT

MSW 526: Advanced Practice with Families: Passed QM internal review of online version in Summer 2017

SWK 315: Social Work with Families: Passed QM internal review of hybrid version in Winter 2016

PROFESSIONAL LICENSES

State of New Mexico: *Licensed Clinical Social Worker*

State of New Mexico: *Elementary Education*

State of Illinois: *Licensed Clinical Social Worker*

Illinois State board of Education: *Type 73 School Service Personnel, Social Worker*

Illinois State board of Education: *Type 03 Initial Elementary Teacher*

PROFESSIONAL AFFILIATIONS

National Association of Social Workers

American Educational Research Association

Midwest Educational Research Association

American Council for School Social Work

School Social Work Association of America

SKILLS

Proficient Spanish Speaker. Proficiency with SPSS, Dedoose, and NVIVO. Highly comfortable with most PC and MAC based applications as well as web-based applications (Google Docs). Experienced using Blackboard and Canvas online learning platform to manage courses. Extensive knowledge of online course design.