

Deborah Powers

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EDUCATION

University of California, Berkeley
Graduate School of Education, Human Development and Education
Ph.D. Student

Johns Hopkins University
MS in Educational Studies, Certificate in Mind, Brain, and Teaching, 2012

Excelsior College
BS in Psychology, 2004

TEACHING EXPERIENCE AND CREDENTIALS

Graduate Student Instructor, Psychology, University of California, Berkeley (January 2017 – Present)

Summer School Teacher, Interdisciplinary Math, Science, and Life Skills, KIPP: Path Academy, Atlanta, Georgia
(May 2012 – June 2012)

Teacher, English Language Learners (Newcomer – Advanced Proficiency Levels), Remedial, Mainstream, and Gifted students, Language Arts, Reading, Math, and Science, Gainesville Middle School, Gainesville, Georgia
(August 2006 – May 2010)

Georgia Standard Professional Educator Certificate, Level T-5

Academic Subject: Behavioral Science (6-12)
English (6-12)
ESOL (P-12)
Middle Grades (4-8)
Middle Grades (4-8) – Language Arts
Middle Grades (4-8) – Math
Middle Grades (4-8) – Reading
Middle Grades (4-8) – Science

RESEARCH EXPERIENCE

Research Assistant, Study of Domain Based Moral Education through the Middle School History Curriculum in Oakland Unified School District, UC Berkeley, Graduate School of Education
(August 2012 – May 2016)

EDITORIAL EXPERIENCE

Editorial Assistant, *Human Development Journal*, UC Berkeley, Institute of Human Development
(July 2012 – August 2015)

PEER-REVIEW EXPERIENCE

Journal of Moral Education
(September 2016 – Present)

PUBLICATIONS

- Nucci, L., Creane, M. W., & Powers, D. W. (2015). Integrating Moral and Social Development Within Middle School Social Studies: A Social Cognitive Domain Approach. *Journal of Moral Education*.
- Nucci, L., Murata, A., Midgette, A., Gee, R., & Powers, D. (in preparation). Using Lesson Study in Teacher Professional Development for Domain Based Moral Education.
- Nucci, L. P., & Powers, D. W. (2014). Social cognitive domain theory and moral education. In L. P. Nucci & D. Narváez (Eds.), *Handbook of moral and character education (2nd ed.)*.
- Powers, D. W., & Nucci, L. P. (in press). The Impact of Developmentally-Based Preservice Teacher Education on Teachers' Knowledge, Self-Efficacy and Sustained Engagement in Moral Education. *Journal of Character Education*.

PRESENTATIONS

- Nucci, L., Murata, A., Midgette, A., Gee, R., & Powers, D. (2016, April). Symposium to be presented at the annual meeting of The American Educational Research Association, Washington DC.
- Nucci, L., & Powers, D. W. (April, 2013). Reflections on Preparing Preservice Teachers for Moral Education in Urban Settings. Paper presented as part of the symposium "The moral work of teaching: Preparing and supporting practitioners (Part 2)" at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Nucci, L., Powers, D. W., & Creane, M. (2013). Integrating Moral and Social Development Within Middle School Social Studies: A Social Cognitive Domain Approach. Symposium presented at the annual meeting of The American Educational Research Association, Philadelphia, PA.
- Nucci, L., Powers, D. W., & Creane, M. (2014). Integrating Moral and Social Development Within Middle School Social Studies: A Social Cognitive Domain Approach. Presented at the annual meeting of Jean Piaget Society, San Francisco, CA.
- Nucci, L., Powers, D. W., & Creane, M. (2014). Integrating Moral and Social Development Within Middle School Social Studies: A Social Cognitive Domain Approach. Presented at the annual conference of Association for Moral Education, Pasadena, CA.
- Powers, D. W. (2016, December). Lesson Study for Moral Education in Middle School History: Teacher and Student Outcomes. Part of Symposium with L. Nucci, A. Midgette, and R. Gee to be presented at the annual meeting of the Association for Moral Development, Cambridge, MA.

MEMBERSHIPS

- American Educational Research Association
Association for Moral Education
Jean Piaget Society