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**Julie Smit, *Ph.D.***  Texas Tech University

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**EDUCATIONAL BACKGROUND**

**Ph.D., 2015** ***University at Albany, State University of New York, Albany, NY***

Doctor of Philosophy in Reading

Dissertation: *Eighth Grade Girls’ Knowledge Building with Narrative Texts*

Dissertation Chair: Dr. Peter Johnston.

Committee members: Dr. Jianwei Zhang, and Dr. Margaret Sheehy.

**M.S., 2004** ***College of Saint Rose, Albany, NY***  Childhood Education, Grades 1-6.

 Reading Specialist Certification

**B.S., 2001** ***Queens University, Kingston, ON, Canada***

 Honors in Chemistry

**ACADEMIC RECOGNITION AND AWARDS**

**2020** President’s Excellence in Engaged Scholarship, Texas Tech University.

 The award recognizes exemplary and sustained engagement with community partners and the resulting impacts that research has had on the community and university.

**2019** Faculty Travel Grant: Office of Research and Innovation, Texas Tech University.

**2016** UAlbany Presidential Distinguished Dissertation Award

**2014** Graduate Student’s Association Professional Development Grant.

University at Albany, State University of New York.

**2011** The Louise Swire Baldwin & Norman Burton Baldwin Technology Education Scholarship.

 University at Albany, State University of New York.

**PUBLICATIONS**

\* Manuscripts and presentations that include student authors.

***Peer Reviewed:***

**Smit, J.** (in press). How fantasy speaks to adolescent readers: the development of gender equity, heroism and imperfection, and good and evil from an exploration into Rick Riordan’s Percy Jackson & the Olympians and Heroes of Olympus series. *Study & Scrutiny: Research on Young Adult Literature*

Lesley, M., & **Smit, J.** (2020). Teaching as we learn: Mentoring graduate students in engaged scholarship. In A. Zimmerman, *Preparing Students for Community-Engaged Scholarship in Higher Education.* Hershey, PA: IGI Global

**Smit, J.** (2019). What matters for eighth-grade female readers: Experiences and consequences of sustained reading engagement. *The* *ALAN Review, 47(1)*, 41-53.

\*Smith, P., Varner, J., Nigam, A., Liu, Y., Lesley, M., **Smit, J.,** Burke, D., &. Baker-Beach, W. (2019). Teaching writing in the midst of fragile alliances: Insights from literacy teacher educators in a research-practice partnership with ‘underperforming’ schools. *Action in Teacher Education,* DOI: 10.1080/01626620.2019.1658657

Johnston, P., Dozier, C. & **Smit, J**. (2016). How language supports adaptive teaching through a responsive learning culture. *Theory Into Practice, 55*(3), 189-196.

**Smit, J.** (2016). The effect of empathy in guiding the knowledge building of eighth grade girls as they reflect upon their experiences with literature. *Scientific Study of Literature, 6*(1), 59-86*.*

Dozier, C., & **Smit, J**. (2013). Building writing communities and partnering with families: Multiple perspectives from a writing practicum. In E. Ortlieb & E. J. Cheek (Eds.), *Advanced Literacy Practices: From the Clinic to the Classroom* (1st ed., Vol. 2, pp. 161-179). Bingley, UK: Emerald Group Publishing Limited.

Deeney, T., Dozier, C., **Smit, J.,** Davis, S., Laster, B., DeKonty Applegate, M., … Milby, T. (2011). Clinic experiences that promote transfer to school contexts: What matters in clinical teacher preparation. In P. J. Dunston, L. B. Gambrell, K. Headley, S. King Fullerton, P. M. Stecker, V. R. Gillis, & C. C. Bates (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 127–143). Oak Creek, Wisconsin: Literacy Research Association Inc.

***Research in Progress:***

*Manuscripts Accepted:*

Kim, J., Cruz, J., Hite, R., Dwyer, J., Gottlieb, J., Greenhalgh-Spencer, H., Park, M., **Smit, J.,** Smith, P., & Zimmerman, A. (Accepted). Affective writing as a promise of “yet-to become”: Unearthing the meaning of writing through the voices of tenure-track assistant professors. *Taboo*

*Manuscripts Revised and Resubmitted*

\*Lesley, M., Baker-Beach, W., **Smit, J.** You can’t put everything I’ve been through into professional development”: Transformative literacy coaching in an “underperforming” high school. *Literacy Research and Instruction.*

*Manuscripts Submitted:*

**\*Smit, J.**, Nguyen, L., Hadi, N., & Guo, L. Middle and high school English Language Arts teachers’ perceptions of professional development concerning writing achievement. *New Waves – Educational Research and Development.*

\*Smith, P., **Smit, J**., Finch, B, Nigam, A., & Burke, D. (Critical) multilingual and multicultural awareness in the pedagogical responsiveness of educators. *Berkeley Review of Education*

**\*Smit, J.,** & Millett, S. Professional learning for secondary teachers of non-academicdisciplines: A case study on the experiences of a Junior Reserve Officer’s Training Corps instructor. *The Teacher Educator*

*Manuscript Writing in Progress:*

**Smit, J.** Reconceptualizing reading engagement to account for dispositions of reciprocity within a knowledge-building reading community of eighth-grade readers*. Reading Psychology*

**Smit, J**., Lesley, M., Saldana, R., *Deconstructing Notions of Meaningful Writing Within, Beyond and In-Between Academic Contexts for Adolescents and Adults.* Edited Book. Rowan & Littlefield.

**\*Smit, J.,** Lesley, M., Sobehrad, L & Stewart, E. When a school fails and no one is to blame: how uncoordinated mandates, teacher turnover, and prescriptive curriculum led to failure. *Teachers College Record.*

\* Lesley, M., Baker-Beach, W., Stewart, E., & **Smit, J.** The necessity of a private space: Examining the role of reflexivity in engaged scholarship for novice researchers.

**GRANT ACTIVITY**

*Grant Development: External Funding*

Lesley, M. (Co-Principal), Sobehrad, L. (Co-Principal), **Smit, J.** (Co-Principal), Saldana, R. (Co-Principal). “Advancing Culturally Sustainable Pedagogy Together: Using History Labs to Enhance College Readiness.” National Endowment for the Humanities: Humanities Initiatives at Hispanic Serving Institutions. Funding Amount: $100,000 Granted.

Saldana, R. (Co-Principal), **Smit, J**. (Co-Principal) “My Texas Story: An Afternoon of Dramatic Monologues.” Humanities Texas, $5,000 Granted

Dwyer, J. (Principal), Lee, J. (Co-Principal), Smith, P. (Co-Principal), Lesley, M. (Co-Principal), **Smit, J.** (Co-Principal), "College and Career Readiness Standards Review and Revision Project - English/Language Arts and Mathematics (CCRS-ELAM). Texas Higher Education Coordinating Board," Sponsored by Texas Higher Education Coordinating Board, State, $96,000.00. (September 2017 - November 30, 2018). Granted.

*Grant Development: Internal SEED Grants*

**Smit, J.** (Principal),Lesley, M. (Co-Principal), Sobehrad, L. (Co-Principal). Literacy Champions: Effective Reading and Writing Intervention from IHE to ISD. 2020 Proposal Assistance Program. Offices of Research and Innovation, Texas Tech University. $4,000 (October 2019). Granted.

**Smit, J.** (Principal),Lesley, M. (Co-Principal), Baker-Beach, W. (Co-Principal). Literacy Champions Partner with Lubbock Independent School District to Improve Academic Writing Achievement of Students. SEED Competitive Edge Grant, College of Education, Texas Tech University, $12, 500 (September 2019-August 2020). Granted

**Smit, J.** (Principal), Brendle, J (Co-Principal), Strange, J (Co-Principal), Dent, V., Harris, J., Earp, C., & Stephanie, M. Seed grant for interdisciplinary research, Texas Tech University*.*

Grant is focused on advancing research activity through interdisciplinary collaboration and diverse team building. $100,000. (December, 2016). Did not receive.

*Grant Management/Support for Community Engagement*

**2019-Present *Senior Personnel*** for the grant “RET Site: Applied Data Science for Cyber Security," Sponsored by National Science Foundation, Federal, $600,000.00. (October 10, 2017).

Collaborating with computer science faculty at Texas Tech University to provide summer professional development for rural STEM teachers on data science and cybersecurity.

**Community Engaged Products**:

July 2019: Teacher Units on K-12 data science and cybersecurity for dissemination.

**2018 - Present *Literacy Champion*** for *Estacado High School,* Lubbock, TX.

Collaborating with the instructional coach at Estacado High School to conduct research to determine the effectiveness of sustained professional development on English teachers’ writing pedagogy. Supported by research grants *East Lubbock Promise Neighborhood* and the *Seed Competitive Edge Grant*, College of Education, Texas Tech University.

**Community Engaged Products**:

May 2020, January 2020: Research report and update to teachers and leadership at Estacado High School.

May 2019, January 2019: Research report and update to teachers and leadership at Estacado High School.

August 2018 Research proposal to teachers and leadership at Estacado High School.

**2017 - 2018 *Literacy Champion*** for *Estacado High School,* Lubbock, TX.

Collaborated with AVID (college preparatory program) to implement reflective writing for developing emotional competencies to be college and early career ready.

Supported by the research grant *East Lubbock Promise Neighborhood.*

**Community Engaged Products**:

May 2018: Published collection of student writing with the theme “I am scholar.”

May 2018: Unit and lesson plans for a writing intensive curriculum involving emotional management to become college ready.

May 2018, January 2018: Research report and update to teachers and leadership at Estacado High School.

August 2017: Research proposal to teachers and leadership at Estacado High School.

**2015-2017 *Literacy Champion*** for *Alderson Elementary,* Lubbock, TX.

Provided coaching and professional development on writers’ workshop for first, second and fifth grade students.

Supported by the research grant *East Lubbock Promise Neighborhood Grant.*

**Community Engaged Products**:

April 2017: Poetry workshops for fifth grade students to participate in Words and Voices Poetry Celebration Recital at Texas Tech Museum.

April 2017-January 2017: Drama workshops for fifth grade students in collaboration with Texas Tech’s School of Theatre and Dance.

March 2017 A day of scientific inquiry for second grade students at the *Lubbock Lake Landmark Museum*

March 2017 Meet and greet with Lubbock Animals with the *South Plains Wildlife Rehabilitation Center* for second grade students.

April 2017-January 2017: Professional development workshops on writing pedagogy to second grade teachers.

April 2017-September 2016: Biweekly research updates to stakeholders on the East Lubbock Promise Neighborhood Grant on providing support on writing development to second grade teachers.

September 2016 Research proposal to stakeholders on the East Lubbock Promise Neighborhood grant on providing support on writing development to second grade teachers.

 April 2016 Published collection of writing of first grade students.

April 2016 – September 2015 Biweekly updates to stakeholders on the East Lubbock Promise Neighborhood Grant on providing support on writing development to first grade teachers.

October 2015 Professional development workshops on writing development and pedagogy to first grade teachers.

**2015-2016 *Collaborator*** with National Institute for Excellence in Teaching (NIET), to provide professional learning on content area literacy for K-12 teachers.

Supported by the research grant *TAP Connect National Project.*

Lead a team of doctoral students to investigate the consequences of professional development on middle school teachers’ knowledge and practices of content area literacy development.

Instructed teachers in the TAP network on Content Area Literacy.

**Community Engaged Products**:

December 2016 Research report with doctoral students to NIET stakeholders about the consequences of ongoing professional development with English teachers at Slaton Jr. High.

August 2016: Professional development workshop to teachers at *Slaton Jr. High* on promoting discussion and in-depth thinking about informational text.

December 2016 Case study presented to NIET of the growth of teacher knowledge of content area literacy of two literacy teachers.

December 2016 – August 2016 Course: Content Area Literacy for K-12 literacy teachers in the NIET network.

May 2016 Case study presented to NIET of the growth of teacher knowledge of content area literacy of two STEM teachers.

May 2016 – January 2016 Course: Content Area Literacy for K 12 literacy teachers in the NIET network.

**SCHOLARLY PRESENTATIONS**

***National Peer Refereed:***

\*Lesley, M., Baker-Beach, W., Stewart, E., & **Smit, J.** (Submitted). *Collaboration for teacher transformation: How one “underperforming” high school is using engaged scholarship to support reform of a writing curriculum.* [Paper session] 2020 annual meeting of the Literacy Research Association (LRA), Houston, TX. United States.

Lesley, M., & **Smit, J.** (Submitted). Learning to Impact the Field of Literacy through Engaged Scholarship [Roundtable session]. 2020 annual meeting of the Literacy Research Association (LRA), Houston, TX. United States.

\*Lesley, M., **Smit, J.,** Baker-Beach, W., Stewart, E., Cirlos, U., & Hidgon, A. (Submitted). *Writing for research: Perspectives on mentoring doctoral students into academic writing and research in the field of literacy*. [Symposium session] 2020 annual meeting of the Literacy Research Association (LRA), Houston, TX. United States.

\*Smit, J., Lesley, M., Baker-Beach, W., & Stewart, E., (Submitted). *Investigating instructional decision-making in adolescent writing development: Meaningful impact within an educational context focused on high-stakes testing*. [Roundtable session] 2020 annual meeting of the Literacy Research Association (LRA), Houston, TX. United States.

\*Baker-Beach, W., Lesley, M., &**Smit, J.** (April, 2020). *The practice of collaboration for writing proficiency in an “underperforming” high school*. [Roundtable session] 2020 annual meeting of the American Educational Research Association (AERA), San Francisco, CA, United States (Conference Canceled).

Maina, F., **Smit, J.,** Serwadda, A. (non-presenter), Mengel, S. (non-presenter), & Fang, J. (non presenter). (April, 202). *Professional development for rural STEM on data science and cybersecurity*. [Roundtable session] 2020 annual meeting of the American Educational Research Association (AERA), San Francisco, CA., United States (Conference Canceled)

\*Baker-Beach, W., Lesley, M., & **Smit, J.** (December, 2019). “*You’re not an administrator, you’re not a teacher”: Transformative teacher leadership in an “underperforming high school*” [Paper session] 2019 annual meeting of the Literacy Research Association (LRA), Tampa, FL., United States.

\*Millett, S (non-presenter), & **Smit, J.** (December, 2019). *Developing emotional capital in college-bound high school students through writing.* [Roundtable session] 2019 annual meeting of the Literacy Research Association (LRA), Tampa, FL., United States.

**\*Smit, J**., Lesley, M., & Baker-Beach, W. (December, 2019). *Finding common ground: Engaged scholarship as key to literacy reform and university partnerships in K-12 settings*. [Paper session] 2019 annual meeting of the Literacy Research Association (LRA), Tampa, FL., United States.

\*Baker-Beach, W., Lesley, M., & **Smit, J.** (non-presenting role).(October, 2019). *From interloper to partner: The process of cultivating an engaged scholarship study with a high school in crisis*. [Conference session] Engaged Scholarship Consortium 2019, Denver, CO. United States.

\*Nguyen, L., Hadi, N., Lu, G., & **Smit, J**. (April, 2019). *Middle and high school English Language Art teachers’ perceptions of professional development concerning writing achievement.* [Roundtable session] 2019 annual meeting of the American Educational Research Association, Toronto, ON. Canada.

**\*Smit, J.,** & Millett, S. (April, 2018)*. Using intersectionality theory to analyze one JROTC instructor’s context for teaching*. [Roundtable session] 2018 annual meeting of the American Educational Research Association, New York, New York. United States.

\*Esperat, T.K., Embley, C., & **Smit, J.** (December, 2017). *Investigating the consequences of a partnership between a university, a non-profit organization, and a school on the development of seven in-service teachers’ knowledge and implementation of best reading and writing practices*. [Roundtable session] 2018 annual meeting of the Literacy Research Association (LRA), Tampa, FL. United States.

**\*Smit, J.**, & Millett, S. (December, 2017). *Following the literacy journey of one JROTC instructor.* [Roundtable session] 2018 annual meeting of the Literacy Research Association (LRA), Tampa, FL. United States.

**\*Smit, J**., Nigam, A., Burke, D., Smith, P., & Lesley, M. (December, 2017). *Overcoming challenges in university-school partnerships: The role of Literacy Champions in diverse, underperforming schools.* [Paper session] 2018 annual meeting of the Literacy Research Association (LRA), Tampa, FL. United States.

**\*Smit, J**.,Smith, P., & Lesley, M. (April, 2017). Learning from the lessons of literacy educators in underperforming schools. Paper presented at the 2017 annual meeting of the American Educational Research Association (AERA), San Antonio, TX. United States.

**Smit, J** (December, 2016). *Personal transformations within a knowledge building community of eighth grade readers*. [Paper session] 66th annual conference of the Literacy Research Association (LRA), Nashville, TN. United States.

**Smit, J** (July, 2016). *The Role of empathy in guiding the knowledge building of eighth grade girls as they reflect upon their experiences with literature.* [Poster] International Literacy Association’s Conference (ILA), Boston, MA. United States.

**Smit, J**. (December, 2014). *Knowledge building through problem solving.* Paper presented at the 64th annual conference of the Literacy Research Association, Marco Island FL. United States.

**Smit, J**. (December, 2013). *Knowledge building about experiences with narrative texts*. Roundtable presented at the 63rd annual conference of the Literacy Research Association, Dallas, TX.

***State and Regional Peer Refereed:***

\*Baker-Beach, W. Stewart, E., Higgins, A. **Smit, J.,** & Lesley, M. (April, 2020). *Literacy Champions partner with local high school to increase writing achievement*.[Conference Session] 3rd Annual Engaged Scholarship Regional Academic Engagement Symposium, Texas Tech University, Lubbock, TX (Conference canceled).

**Smit, J.** (February, 2020*). Re-conceptualizing reading engagement to account for dispositions of reciprocity within a community of eighth-grade readers*. [Paper session]. Southwest Educational Research Association (SERA), Arlington, TX. United States.

**\*Smit, J.** (non-presenting role)**,** Millett, S., Zeng, Y., Liu, Y., Ghasemi, E., Duru, H., Baker Beach, W. & Lesley, M., (April, 2019). *Graduate students’ experiences and lessons learned in a four-year engaged scholarship partnership focused on the improvement of K 12 students’ writing achievement with an area school district.* [Conference session] 2nd Annual Regional Academic Engagement Symposium, Texas Tech University, Lubbock, TX.

\*Peters, K. & **Smit, J**. (non-presenting role). (February, 2019). *College professors’ reflections on working in a school district: A discourse analysis.* [Paper session] 42nd annual conference of the Southern Education Research Association, San Antonio, TX.

\*Nguyen, L., Hadi, N., Lu, G., & **Smit, J**. (February, 2019). The effects of professional development on student’s writing achievement of one secondary teacher. [Paper session] 42nd annual conference of the Southern Education Research Association, San Antonio, TX.

Smith, P., Lesley, M., **Smit, J**., Nigam, A., Finch, B., & Davis, L (February, 2017). *Supporting writing instruction in East Lubbock*. [Conference session]1st Annual Regional Academic Engagement Symposium, Texas Tech University, Lubbock, TX.

Smith, P., **Smit, J.** Lesley, M., & Finch, B (February, 2017). *Learning through advocacy: developing awareness for supporting culturally and linguistically diverse learners.* [Paper session] 40th annual conference of the Southern Education Research Association, San Antonio, TX.

***Invited Professional Development Seminars and Workshops:***

**Smit, J.,** Zimmerman, A., & Matteson, S.(February, 2020). *Guiding doctoral students through the dissertation writing process.* [Workshop session] 42nd Annual Southwest Educational Research Association (SERA), Arlington, TX.

Smit, J. (July, 2019). *How to develop writing goals.* Presented at the Llano Estacado Writer’s retreat (formerly known as the annual summer intensive for doctoral students) at Texas Tech University, Lubbock, TX

Smit, J. (July, 2018). *Conference proposals: What you need to know.* Presented at the annual summer intensive for doctoral students at Texas Tech University, Lubbock, TX.

**Smit, J.,** & Lesley, M. (April, 2018). *Keeping a Research Journal*. Presented at the first annual EGSO conference at Texas Tech University, Lubbock, Tx.

Smit, J. (February, 2018). *How gender is reflected in a knowledge-building community of avid readers.* Presented to students in Dr. Saldana’s EDLL 5353 class.

Smit, J. (August, 2016). *The role of talk in higher cognitive thinking.* Presented to teachers at Slaton Jr. High, Slaton, TX.

Smit, J. (June, 2017). *How to be a doctoral student in LDLS.* Presented at the summer intensive at Texas Tech University, Lubbock, TX

Smit, J. (June, 2016). *How to be a doctoral student in LDLS.* Presented at the summer intensive at Texas Tech University, Lubbock, TX.

Smit, J. (November, 2014). *Knowledge building through problem solving.* Presented at the Literacy Teaching and Learning Forum, Albany, NY.

Smit, J. (November, 2014). *Eighth Grade Girls’ Knowledge Building with Narrative Texts.* Dissertation Defense for the Department of Literacy Teaching and Learning, Albany, NY.

Smit, J. (November, 2013). *Knowledge building about experiences with narrative texts*. Presented at the Literacy Teaching and Learning Forum, Albany, NY.

**TEACHING EXPERIENCE**

**2015 - Present *Assistant Professor*** in the Language, Diversity, & Literacy Studies Track in the Department of Curriculum and Instruction, College of Education, *Texas Tech University.* My primary teaching responsibilities include teaching 1-2 graduate courses a semester in qualitative research and literacy education and serving public schools through federally funded grants.

**2013-2015 *Course Instructor*** in the Department of Literacy Teaching and Learning, School of Education, *University at Albany, State University of New York.* I taught graduate practicum courses in the summer, spring, and fall semesters.

**2009-2013 *Teaching Assistant***in the Department of Literacy Teaching and Learning, *University at Albany, State University of New York.* I assisted in teaching practicum and writing courses for master students in the spring and fall semesters.

**2010 *Course Instructor*** in the Literacy Department, Thelma P. Lally School of Education, *College of Saint Rose*. I taught “Introduction to Literacy Coaching” to graduate students in the spring semester.

**2008-2010** ***Substitute Teacher*** in *Cohoes, Menands, Green Island City School Districts*, New York. I taught in urban city school districts as a reading support specialist, special education specialist, and classroom teacher in grades K-5.

**EDUCATION COURSES TAUGHT – GRADUATE LEVEL**

***Masters Level***

Content Area Literacy Methods for Elementary Classrooms

Emergent and Early Literacy Development and Pedagogy

Internship in Literacy

Introduction to Literacy Coaching

Literacy Acquisition Processes and Pedagogy

Literacy Practicum

Practicum: Adolescent Literacies and Multimodalities

Practicum: Differentiated Instruction and Coaching, Birth-6

Practicum: Writing in the Classroom, 1-6

Trends and Issues in Adolescent Literacy: Invisible Literacies

***Doctoral Level***

Constructivist Inquiry Methods in Curriculum and Instruction

Content Area Literacy Methods for Elementary Classrooms

Research in Language (Bilingual) and Literacy Acquisition

***Summary of Recent Student Evaluations***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Title; Date | n/N | Criteria #1 | Criteria #2 | Criteria #3 | Criteria #4 |
| EDLL 5343 Practicum in literacy Section D01 Fall 2019 | 14/17 | 5.0 | 4.9 | 4.9 | 4.9 |
| EDCI 6381 Constructivist Inquiry Methods Section D01 Fall 2019 | 11/15 | 4.6 | 4.5 | 4.5 | 4.5 |
| EDLL 5340 Literacy Acquisition Section D01 Summer II 2019 | 11/14 | 5.0 | 4.9 | 5.0 | 4.7 |
| LDLS 6347 Research in Language (Bilingual) and Literacy Acquisition Section D01 Spring 2019 | 7/8 | 5.0 | 4.9 | 4.7 | 4.7 |
| EDCI 6381 Constructivist Inquiry Methods Section D02 Spring 2019 | 8/10 | 4.5 | 4.4 | 4.5 | 4.2 |
| LDLS 6347 Research in Language (Bilingual) and Literacy Acquisition; Section D01 Fall 2018 | 20/24 | 4.8 | 4.8 | 4.8 | 4.9 |
| EDLL 5344 Content Area Literacy; Section D01 Spring 2018 | 7/11 | 5.0 | 5.0 | 5.0 | N/A |
| Constructivist Inquiry Methods;Section D03 Fall 2017 | 13/15 | 4.90 | 4.70 | 4.80 | 4.70 |
| EDLL 5340 Literacy Acquisition:Section D01 Summer 2017 | 11/16 | 4.80 | 4.80 | 4.80 | 4.70 |
| EDLL 5344 Content Area Literacy;Section D01 Spring 2017 | 10/19 | 5.00 | 4.80 | 4.70 | 4.70 |
| EDLL 5306 Trends and Issues in Adolescent Literacy: Invisible Literacies Section D01; Summer 2016  | 7/11 | 4.57 | 4.71 | 4.43 | 4.43 |
| EDLL 5306 Trends and Issues in Adolescent Literacy: Invisible Literacies Section D02; Summer 2016 | 6/8 | 4.67 | 4.83 | 4.83 | 4.83 |

\*n represents the number of students who responded to the survey. N represents the number of students enrolled in the course.

\*\*Evaluations based on a Likert scale (5-Strongly Agree; 1 – Do not agree).

Criteria #1: Objectives were specified and followed.

Criteria #2: The Instructor was effective

Criteria #3: It was a valuable learning experience.

Criteria #4: The instructor effectively interacted with me.

***Independent Studies:***

Culturally Relevant Teaching (Ellen Morgan; June, 2017- July 2017).

Developing an Autoethnographic Proposal (Mary Glover; August – December, 2017).

Developing a Book Review (Alison Cope; August – December 2018)

Design-Based Research in Educational Contexts (Melinda Lucko; August - December 2018)

Dissertation Progress: 7000 and 8000 levels (multiple doctoral students January 2017– Present).

Motivation and Adolescent Reading Development, a Research Proposal (Taelor Loftis; August – December, 2017).

Opening Dialogue for the Mathematics Classroom (Amy Lavigne July – December, 2019)

***Professional Development Certificates:***

**2019** Certified Supervisor Training for Teacher Candidates (T-TESS Training), Region 17. Completed for Certification for the Professional Reading Specialist (TEA).

**2015** Certified TEAM Teacher Evaluation Observer, National Institute for Excellence in Teaching (NIET).

**2006** Certificate of Advanced Study in Literacy for Birth – Grade 6. *College of Saint Rose.*

**2006** Initial New York State Certification: Literacy Birth-Grade 6 and Childhood Education Grades 1-6.

**SERVICE**

***To the field of Language and Literacy:***

***2020 PDS Roundtable Chair:*** Session “Exploring and Expanding the Scope of Professional Development Schools” for the annual conference of the American Educational Research Association.[Conference cancelled]

***2019 Division 6 Chair:*** of the annual conference of the *Southwest Educational Research Association (SERA)*

**2018 *Journal Reviewer:*** *English Teaching Practice and Critique*

**2017 *Proposal Reviewer:*** *American Educational Research Association*

**2019-2016; *Proposal Reviewer:*** *Literacy Research Association*

**2013 -2010**

**2019-2018, *Proposal Reviewer***: *International Literacy Association*

**2015 -2011**

**2015 *Journal Reviewer***:*Literacy Research: Theory, Method and Practice*

**2014 - 2009*****Journal Reviewer***: *Linguistics and Education*

***Community Service:***

**2016 - Present *Member*** of the Elementary School for Education Innovation. I have been involved in the establishment of an open-enrolled charter school for K-2 grade children with dyslexia. In May of 2018 I testified in front of Texas Education Agency to apply for a charter in which we received in June of 2018. Lubbock, TX.

**2016 – Present *Co-coordinator*** of the *Creative Learner’s Fair*, an annual community event to promote awareness of dyslexia. Lubbock, TX.

**2013-2015 *Graduate Assistant Coordinator*** for *Teacher and Leader Quality Partnership Program.*

I coordinated professional development between teacher educators from the School of Education and the College of Arts and Sciences at the University at Albany, and teachers and administrators from the Albany City School District. I also collected data on teacher leadership and student achievement in three Albany city schools and aided in writing progress reports for New York State Education Department.

***University Service:***

**2020, 2018 *Judge*** for Annual Graduate Research Poster Competition.

**2019 *Judge***for 9th annual Arts & Humanities Research Conference Competition, Texas Tech University.

**2016-Present *Graduate Student Representative*** on the following dissertation defenses.

|  |  |  |
| --- | --- | --- |
| Name of Student | Title of Project  | Date |
| Parker, Jessica | Improving teaching and learning: A case study of a rural Texas elementary school’s implementation of professional learning communities and culturally responsive pedagogical practices  | October 2019 |
| Ruiz-Parker, Nancy | Using Professional Learning Communities to Effectively Implement Response to Intervention | June, 2019 |
| Gomez, Farah | An Investigation of a Professional Learning Program for Campus Based Instructional Leaders to Increase Student Engagement and Teacher Capacity | February, 2019 |
| Jones, Tashemia | Community College Peer Leaders: A Collective Case Study Exploration of their Development in Leadership Self-Efficacy, Social Integration, and College Success | March, 2018 |
| Hammerschmidt, Melinda | Teacher perceptions regarding the teaching of gifted students in the traditional classroom setting | September, 2016 |
| Havins, Clint | Community service and postsecondary student completion rates:A quantitative analysis | August, 2016 |

***Service to the College of Education***

**2020 – Present *Member*** of Doctoral Advisory Student Hub. This committee is tasked to determine ways to improve the academic development of doctoral students.

**2018 – Present *Chair*** for the College of Education’s Grade Appeals committee.

**2018 - Present *Faculty Advisor*** for the Education Graduate Student Organization (EGSO) at the College of Education, Texas Tech University. Co-Faculty organizer of the annual EGSO conference

**2018 – Present *Member*** of the Competitive Edge Grant Competition and Research committee. The purpose of the Competitive Edge project is to support the College of Education’s researchers’ completion of existing projects or piloting of new projects.

***Service to the Department***

**2018 – Present Cofounder of the Llano Estacado Writer’s Alliance (LEWA).** Founded in response to doctoral students struggling with the mores of academic writing. Its mission is to sustain and transform novice researcher’s identities as agentive writers. LEWA held the first writers’ retreat for doctoral students in July of 2019.

**2018 - 2019 *Member of the Ph.D. Reform Committee*** for the department of Curriculum and Instruction at the College of Education at Texas Tech University.

**2017 - 2019 *Member of the Executive Council*** for the department of Curriculum and Instruction. This council advises the chair on matters important to faculty and oversees program reform of the doctoral and master’s program.

**2017 - 2019 *Organizer*** for the summer intensive for doctoral students in the Language, Diversity, and Literacy Studies (LDLS), Department of Curriculum and Instruction.

**2016-2017 *Program Coordinator*** forLanguage, Diversity and Literacy Studies (LDLS). My primary duties were leading the recruitment and admission process of masters and doctoral students, developing a two-year course rotation for graduate students, and leading the coordinating efforts of the Department of Curriculum and Instruction’s reform of the doctoral program for LDLS.

**2015-2016 *Member of the Master Reform Committee*** for the Department of Curriculum and Instruction at the College of Education at Texas Tech University.

**2013-2015 *Graduate Representative*** for *C-TEN Teacher and Leadership Network* at the University at Albany, State University of New York*.*

I engaged with higher education faculty and educational partners in the renewal of teacher and school leader preparation. I attended regional workshops on Common Core, clinically rich practices and edTPA.

**2011-2014 *Graduate Representative for Recruitment*** for the Department of Literacy Teaching and Learning, School of Education, University at Albany, State University of New York.

I Interviewed candidatesfor *MS in Special Education and* *Literacy.*

***Service to Doctoral Students:***

*Faculty Co-Researcher: Application Experience research projects*

|  |  |  |
| --- | --- | --- |
| Name of Student(s) | Title of Project | Date |
| Beach, WhitneyElizabeth StewartCo-investigator: Lesley, Mellinee | Determining the Effectiveness of a Balanced Literacy Framework at a Local High School. | September 2019 – Present |
| Hadi, NargesGuo, LuNguyen, Lien | Investigating the Consequences of Professional Development on the Writing Achievement of Adolescents. | January 2018- August 2019 |
| Embley, Charity Esperat, Tala Karkar | The Effects of a University-District Partnership on the Development of Eight In-Service Teachers’ Knowledge of Best Reading and Writing Practices.  | September 2016 – September 2018. |

*Dissertation Chair:*

|  |  |  |
| --- | --- | --- |
| Name of Student[Stage of dissertation] | Title of Project | Date |
| Brown, Brenda[Proposal Development] | An Autobiographical Narrative Inquiry through the Lens of Critical Race Theory. | December 2019 - Present |
| Jones, Elizabeth [Proposal Development] | Cosmopolitan Critical Literacy as a Theoretical Framework to Encourage Voice and Agency in Adolescent Students who Struggle with Reading | August 2018 – Present |
| Lucko, Melinda[Dissertation writing] | Using Design-Based Research Framework to Determine the Implementation of a Socio-Emotional Reading Intervention | December 2018 – Present |
| Millett, Stephanie[Dissertation Writing] | Understanding the Role of Learned Resourcefulness in Overcoming Writing Apprehension in an Online Undergraduate Intermediate Writing Course | December 2018 – Present |
| Morris, Chloe[Proposal Development] | Examination of Gender Stereotypes in Pre-Service Teachers’ Use of Picture Books about Community Helpers. | January 2018 – Present |
| Riojas, Cesar[Dissertation] | Middle School English Language Learners living along the United States/Mexico Border | January 2018 – Present |
| Stewart, Danielle[Proposal Development] | Creating Empathetic Teachers of Immigrant Children | September 2019 - Present |
| Stout, Melisa[Qualifying Exam] | Who is the 21st Century Learner? The Critical Development of Teachers | December 2018 – Present |
| **Graduated Students** |
| Cuevas, Julia | Consequences of Practiced-Based Coaching in Providing Professional Development in Emergent Biliteracy Instruction to Teachers in Early Head Start | August 2018 – May 2020 |

*Dissertation Committee Member:*

|  |  |  |
| --- | --- | --- |
| Name of Student[Stage of dissertation] | Title of Project  | Date |
| Baker-Beach, Whitney | How High School Teachers Promote Underperforming Adolescents’ Authorial Identity Development Through Classroom Writing: A Cross Comparative Case Study | July 2019 - Present |
| Burke, Dawn | Pre-Service Teachers’ Literacy Development | July 2019 - Present |
| Carter, Cari | The Journey from Student to Teacher: A Narrative Look at Mobile Device Use of Teacher Candidates in K-12 Literacy Classrooms. | January 2019 - Present |
| Costa, Patricia | Attention to Affect and Literacy in Elementary School Pedagogy | October 2019 - Present |
| Evans, Kirk  | Finding Place through Environmental Literacy | November 2019 - Present |
| Fujiwara, Yujiro | Students’ Perceptions of Scientists through GIFS | July 2019 - Present |
| Gonzalez, Anna | The Under Education of Mexican-American Women in a South Texas Border Region: Testimonios of Academic Disparities | August 2018 – Present |
| Le, Loi | Postcolonial Narrative Inquiry into Diasporic Vietnamese American’s Experiences in Multicultural Teacher Education | August 2018 - Present |
| Neff, Jory | Classifying the Dispositions of Teachers toward English Language Learners | August 2018 – Present |
| Nguyen, Bangtam | Teachers’ Perspectives on Professional Learning Communities in Teaching Writing. | September 2017 – Present |
| Schaffer-Rose, Judy | African American Heroes During the American Revolution: Documenting Growth of Historical Knowledge and Self-Efficacy to Serve as Change Agents in Fifth Grade Students. | January 2018 – Present |
| Thompson, Jane | Coding and its Effect on the Storytelling Abilities of Young Children.  | April, 2020 - Present |
| Varnier, Jessica | Relationship Between Professional Learning Community and Development of Balanced Reading Instruction Practices at Middle Grade Level | April, 2020 - Present |
| **Graduated Students** |
| Besselman, Shona | Sustainable and Transferrable Change in Writing Performances: Feedback Heuristics in the Student Directed Writing Conference. | January 2017 - August 2020 |
| Haberny-Colicchio, Margaret | Teacher Change in Collective Efficacy in Response to Implementation of a District Instructional Coaching Program. | August 2018 – May 2020 |
| Lee Jones | Students’ Perceptions of Scientists in Career Aspirations | July 2019 – May 2020 |
| Ladick, Michael | Financial Literacy as a Social Justice Initiative for Marginalized Youth  | January 2017 –May 2019. |
| Renkin, Laura | The Efficacy of Accelerated Reader as a Reading Comprehension Intervention: A Meta-Analytic Review | January 2017 – May 2018. |
| Robin Hart, Cari | Women in STEM: Identifying and Lowering the Barriers | January 2016 – May 2016. |

*Initial Advisor to Doctoral Students*

|  |  |
| --- | --- |
| Name of Student | Dates of Advisement |
| Jackson, Justin | April 2019 - Present |
| Knesek, Michael | August 2017 – Present |
| Manning, Victoria | August 2017 – Present |
| Wanki, Eveline | August 2017 – Present |

***Service to Masters Students:***

*Non-Thesis Project Committee Member:*

|  |  |  |
| --- | --- | --- |
| Name of Student | Title of Project | Date |
| Desiree Beare | Sociocultural Identities in Mathematics Education | July 2019 |
| Garcia, Sarah | [Chair] Internship Committee for Interdisciplinary Studies | August 2018-December 2018 |
| Estes, Kelsey | Literacy Intervention Plan for a Struggling Reader | January 2018- May 2018 |
| Stanley, Staci | Literacy Intervention plan for a Struggling Reader | January 2018- May 2018 |
| Popejoy, Samantha | Internship Committee for Museum Science | August 2017-December 2017 |
| Compton, Andrea | A Case Study: Narrative of a Student | January 2017– April 2017 |
| Whitby, Chelsea | A Chinese Multicultural Literature Study | January 2016 – April 2016 |

*Comprehensive Exam Evaluator:*

|  |  |
| --- | --- |
| Name of Student | Date of Exam |
| Okosun, Kendal | July 2020 |
| Ramirez, Crystal | July 2020 |
| Boatwright, Kelsey | May 2020 |
| Negen, Katie | May 2020 |
| Ashby, Lucas | December 2019 |
| Bellingham, Devery | December 2019 |
| Burch, Michele | December 2019 |
| Spencer, Elizabeth | December 2019 |
| Varela, Carla | December 2019 |
| Yeary, Donna-Kriste | December 2019 |
| Brown, Allison | May 2019 |
| Young, Lindsey | May 2019 |
| Castillo, Valerie | May 2019 |
| Carrillo, Emilia | July 2018 |
| Webb, Ashley | May 2018 |
| Bullock, Teresa | December 2017 |
| Chandler, Sara | December 2017 |
| Loftis, Taelor | December 2017 |
| Unruh, Jayme | December 2017 |
| Heath, Tracy | June 2017 |
| Keim, Marissa | June 2017 |
| Morgan, Ellen | June 2017 |
| Robinson, Hollie | May 2017 |
| Ryan, Michelle | May 2017 |
| Torres, Daniela | May 2017 |
| Burkholder, Keelee | May 2016 |

*Initial Advisor to Master Students:*

|  |  |
| --- | --- |
| Name of Student | Date  |
| Barry, Susan | August 2017 – Present |
| Fulgham, Susan | August 2017 – Present |
| Ramirez, Crystal | January 2017 – July 2020 |
| Womack, Holly | August 2017 – Present |
| Burch, Michele | January 2017 – December 2019 |
| Bellingham, Devery | August 2017 – December 2019 |
| Castillo, Valerie | January 2017 – May 2019 |
| Varela, Carla | August 2017 – December 2019 |
| Morgan, Ellen | January 2017 – July 2017 |
| Brown, Allison  | January 2016 – May 2019 |
| Young, Lindsey | January 2016 – May 2019 |
| Loftis, Taelor | January 2016 – December 2017 |
| Burkholder, Keelee | Fall 2015-Spring 2016 |

**PROFESSIONAL AFFILIATIONS**

American Educational Research Association

International Literacy Association

Literacy Research Association

National Council of Teachers of English

Southwest Educational Research Association