

# Curriculum Vitae

## Personal Information

Name: Annamary Consalvo  
Current Position: Associate Professor of Literacy  
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## Education

Ph. D. The University of Texas at Austin, 2011  
Dissertation title: *Writing conferences and relationships: Talking, teaching, and learning in high school English classrooms.*  
M. Ed. Plymouth State University, 2001 Secondary English Education  
B.A. Burlington College, 1996 Humanities

## Professional Experience

2014-Present Assistant Professor, Literacy, program areas: Secondary Education, EC6 Education, Graduate Reading, The University of Texas at Tyler  
2011-2014 Assistant Professor, English Education, program areas: English Education, Composition, Literature, Graduate English Education, Fitchburg State University  
Summers Lecturer, National Writing Project in NH Special Four-day Institute,  
2012—2018 Plymouth State University  
2008-2011 Instructor/Facilitator/Teaching Assistant, program areas: UTeach Liberal Arts, EC-6, The University of Texas at Austin  
Summer 2010 Leadership Team, Heart of Texas Writing Project Summer Institute, The University of Texas at Austin  
2007 Research Assistant, What Works and Why Clearinghouse, The University of Texas at Austin  
2005-2006 English Teacher, grades 10 and 11, Pflugerville Independent School District  
2004-2005 Full-Time, Contract Faculty, English Education, Plymouth State University  
2001-2004 English Teacher, grades 7, 8, and 9, Pflugerville Independent School District  
Spring 2001 Student Teacher, Grade 12: Round Rock Independent School District.  
Fall 2000 Instructor, Composition, Plymouth State University  
Teaching Assistant, Methods 1: School Aged Child and the Curriculum. Plymouth State University.  
Spring 2000 Teaching Assistant, Methods 1: School Aged Child and the Curriculum. Plymouth State University.

Teaching Assistant, Introduction to Special Education, Plymouth State University  
 Fall 1999 Teaching Assistant, Methods 1: School Aged Child and the Curriculum. Plymouth State University.

### Journal Articles

- Bogard, T., **Consalvo, A.**, & Worthy, J. (2018). Teaching for deep learning in a second-grade literacy classroom. *Journal of Language and Literacy Education*, 14(1), 1-26.
- David, A. D. & **Consalvo, A. L.** (2018). Making writing stick: Tiny paper, big understandings. *Oregon English Journal*, 34(2), 22-26.
- Consalvo, A. (2016). Preservice secondary teachers' text sets: Constructing pathways into disciplinary literacy for adolescents. In Martinez, E., Pilgrim, J., Sharp, L., Ortlieb, E., Verlaan, W., & Kern, D. (Eds.), *What's Hot in Literacy: 2016 Literacy Summit Yearbook* (pp. 68-73). San Antonio: TALE/SLP.
- Consalvo, A. & David, A. D. (2016). Writing on the walls: Supporting 21st century thinking in the material classroom. *Teaching and Teacher Education*, 60, 54-65.
- Consalvo, A. & Takehana, E. (2016). Prying open the oyster: Creating a digital learning space from the Robert Cormier archive. *The ALAN Review*, 43(3), 11-21.
- Consalvo, A. & Maloch, B. (2015). Keeping the teacher at arm's length: Student resistance in writing conferences in two high school classrooms. *Journal of Classroom Interaction*, 50(2). 120-132.
- Consalvo, A. L., Schallert, D. L. & Elias, E. M. (2015). An examination of the construct of Legitimate Peripheral Participation as a theoretical framework in literacy research. *Educational Research Review*, 16, 1-18.
- Slotnick, R., Cratsley, C., **Consalvo, A.** & Lerch, C. (2014). Outcomes-based assessment in writing: Two community colleges and two state universities in a local four-way partnership. *Journal of Assessment and Institutional Effectiveness*, 4(1), 52-84.
- Fielding, J., Hans, J., Mabee, F., Tracy, K., **Consalvo, A.** & Craig, L. (2013). Integrated information literacy and student outcomes in foundational first-year writing. *Journal of Assessment and Institutional Effectiveness*, 3(2), 106-139.
- Worthy, J., **Consalvo, A.**, Bogard, T., Russell, K., & Shipman, S. (2012). Fostering academic and personal growth in a primary literacy workshop classroom: Restoring students with negative reputations. *Elementary School Journal*, 112(4), 568-589.
- Consalvo, A. (2012). Examining literary characters who bully. Teacher to Teacher column: *English Journal*, 101(6), 27.
- Worthy, J., **Consalvo, A.**, Russell, K., & Bogard, T. (2011). Spaces for academic and interpersonal growth in a primary literacy workshop classroom. In P.J. Dunston, L.B. Gambrell, K. Headley, S.K. Fullerton, P.M. Stecker, V. R. Gillis, C. G. Bates (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 309-321). Oak Creek, WI: Literacy Research Association.
- Consalvo, A. (2008). Ancestors in literacy: Sixteen reading researchers book [Review of the book *Shaping the reading field: The impact of early pioneers, scientific research, and progressive ideas*]. *English Education*, 30(3) 256-264.
- Consalvo, A. (2003). Reflections on risk. *New Jersey English Journal*, 53-58.

### Book Chapters

- Delello, J., & **Consalvo, A.** (2019, April). "I found myself retweeting": Using Twitter chats to build professional learning networks. In J. Yoon & P. Semingson (Eds.) *Educational technology and resources for synchronous learning in higher education*. Hershey, PA: IGI Global.
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- Consalvo, A. & Schallert, D. L. (2017). The reading-writing-thinking connection: How literacy and metacognition are mutually interdependent. In K. Mokhtari & N. Anderson (Eds.), *Improving reading comprehension through metacognitive reading instruction for first and second language readers* (pp. 111-130). New York, NY: Rowman & Littlefield Publishers.

- David, A. D. & **Consalvo, A.** (2017). Technologies of resistance: Teachers facilitating students' 21st Century thinking using material tools. In D. Loveless, P. Sullivan, K. Dredger, & J. Burns (Eds.), *Deconstructing the educational-industrial complex in the digital age*. (pp. 216-238). Hershey, PA: IGI Global Publishers.
- Mokhtari, K. & **Consalvo, A.** (2017). A flexible data analytic framework: Mapping the way to inform design, implementation and evaluation of literacy instruction in school settings. In S. Lawrence (Ed.), *Literacy program evaluation and development initiatives for P-12 teaching* (pp. 1-21). Hershey, PA: IGI Global Publishers.

### Technical Reports

- Chisunka, C., **Consalvo, A.**, & Kelly, N. (2014). NCATE Interim Report. Fitchburg State University.

### Blog Posts

- David, A. D., & **Consalvo, A.**, with Vetter, A., Hruby, A., Jansky, K., & LeJeune, M. (**under review**). Advice to teachers: Young people having their say about writing.
- Heron-Hruby, A. (2018, July 23). The role of family in young writers' lives [Blog post based on a study conducted by **A. Consalvo**, A. David, A. Heron-Hruby, K. Jansky, M. LeJeune, & A. Vetter]. Retrieved from <https://writerswhocare.wordpress.com/2018/07/23/the-role-of-family-in-young-writers-lives/>
- Vetter, A., **Consalvo, A.**, David, A., Hruby, A., Jansky, K., & LeJeune, M. (2018, May 28). Fostering the writing identities of teens in ELA classrooms [Blog post]. Retrieved from <https://writerswhocare.wordpress.com/2018/05/28/fostering-the-writing-identities-of-teens-in-ela-classrooms/>

### Refereed Papers Presented and Under Review

- Consalvo, A. (2018, November-Accepted). Mentor for student poster session: Voices and Stories: Wordless Picture Books Across the Grades. Posters to be presented at the National Council of Teachers of English Conference, November 16, 2018. Houston, TX.
- Consalvo, A. & Doepker, G. (2018, November-Accepted). Finding their voices as students and as teachers through study of children's literature. Paper to be presented at the National Council of Teachers of English Conference, November 17, 2018. Houston, TX.
- Consalvo, A. (2018, November-Accepted). Small moments: Brief, frequent writing conferences in high school as a positive mediator of teen voice. Part of National Writing Project Strand. Round table paper to be presented at the National Council of Teachers of English Conference, November 16, 2018. Houston, TX.
- Consalvo, A. (2018, November-Accepted). Feedback, Collaboration, and Publication Sites of Youth Writers. Part of national study: The Writing Lives of Teens: Raising the Voices of Youth Writers. Round table paper to be presented at the National Council of Teachers of English Conference, November 16, 2018. Houston, TX.
- Consalvo, A. (2018, November-Accepted). Mentor for my students' poster session: Voices and Stories: Wordless Picture Books Across the Grades. Posters to be presented at the National Council of Teachers of English Conference, November 16, 2018. Houston, TX.
- Vetter, A., Consalvo, A., Hruby, A., David, A., LeJeune, M., & Jansky, K. (2018, December - Accepted). The writing identities of teens. Part of national study: The Writing Lives of Teens: Raising the Voices of Youth Writers. Round table paper to be presented at the Literacy Research Association Annual Meeting, November 28-December 1, 2018. Indian Wells, CA.
- Doepker, G. & Consalvo, A. (2017). "But no one ever read to me": Preservice teachers'

- developing knowledge of children's literature. Paper presented to the Literacy Research Association Annual Meeting, November 29-December 2, 2017, Tampa, FL.
- Consalvo, A. (2017, April). Dimensions of learning: Building trust inside of writing conferences in an urban English classroom. Paper presented to the American Educational Researchers Association Annual Meeting. April 27- May 1, San Antonio, TX.
- Consalvo, A. & Schallert, D. L. (2016, November). *The reading-writing-thinking connection: revisiting the contribution of metacognition to a better understanding of literacy processes*. Paper presented, by second author, to the Literacy Research Association Annual Meeting, November 30-December 3, Nashville, TN.
- Consalvo, A., & Derbyshire, C. (2016, April). *"And I haven't checked my grammar yet": Transnational students negotiating literacy and identity across border zones*. Paper presented at the American Educational Researchers Assoc. Annual Meeting. April 6-12, Washington, D. C.
- Consalvo, A. (2016, January). *Preservice secondary teachers' text sets: Constructing pathways into disciplinary literacy for adolescents*. Paper presented at Texas Council of Teachers of English Annual Meeting, Austin, TX.
- Consalvo, A. (2016, February). *Preservice teachers' think-aloud instruction as pathway into disciplinary literacy for adolescents*. Paper presented at Texas Literacy Summit Annual Meeting, San Antonio, TX.
- Consalvo, A., & Derbyshire, C. (2015, November). *"I don't know why I write so long": Writing as discovery through dialogical teaching with translingual students*. Paper presented to the National Council of Teachers of English Annual Convention, November 18-22, Minneapolis, MN.
- Consalvo, A., & Maloch, B. (2015, December). *Dimensions of learning: Braiding writing instruction and relation in a high school English classroom*. Paper presentation to the Literacy Research Association's 65<sup>th</sup> Annual Conference, December 2-5, Carlsbad, CA.
- Consalvo, A., & Derbyshire, C. (2015, December). *"I just keep writing": Following narrative pathways of meaning-making through a transnational student's writing and talk*. Paper presented to the Literacy Research Association's 65<sup>th</sup> Annual Conference, December 2-5, 2015, Carlsbad, CA.
- Consalvo, A. (2015, July). *Teachers' use of global/world literature in secondary English classrooms*. Paper presented to the International Federation of Teachers of English/Conference on English Education conference, July 6-9, New York, NY.
- Krishnamurthy, A. & **Consalvo, A.** (2015, July). Symposium: *Theorizing and teaching global literature in English education*. IFTE/CEE Summer Conference, July 6-9, New York, NY.
- Bogard, T. L., Worthy, J. & **Consalvo, A.** (2014, April). *The future starts now: "professional" community in a second-grade literacy workshop classroom*. Paper presented at American Educational Research Association Annual Meeting. Philadelphia, PA.
- Consalvo, A. (2014, April). *A "fan fiction frame of mind" Cosplay and the literate life of Meredith*. Paper presented at American Educational Research Association Annual Meeting. Philadelphia, PA.
- Consalvo, A., Bogard, T. L. & Worthy, J. (2014, December). *Each moment counts: Building a culture of workshop in a second-grade literacy classroom*. Literacy Research Association Literacy Research Association's 64<sup>th</sup> Annual Conference, December 3-6, Marco Island, FL.
- Consalvo, A. (2013, November). *"Tell me more" Writing conferences as spaces for talk that matters in high school English classrooms*. Paper presented at the National Council of Teachers of English Annual Meeting. Boston, MA.
- Consalvo, A. (2013, December). *Writing, teaching, talking and learning across a school year with four, immigrant high school students*. Paper presented at the Literacy Research Association Annual Meeting. Dallas, TX.
- Consalvo, A., Schallert, D. L., and Elias, E. (2013, April). *A critical examination of legitimate peripheral participation as a lens in literacy research*. Paper presented at American Educational Research Association Annual Meeting. San Francisco, CA.

- Slotnick, R., Cratsley, C., Lerch, C., **Consalvo, A.**, & Benway, G. (April, 2013). Towards a more socially just and equitable system of higher education: Collaborative faculty partnerships for outcomes-based assessment between two-year and four-year institutions. Paper presented at American Educational Research Association Annual Meeting. San Francisco, CA.
- Consalvo, A., & Maloch, B. (2012, November). Talk to me: Two teachers, two students, and their writing conversations across a school year. Paper presented at the Literacy Research Association Annual Meeting. San Diego, CA.
- Consalvo, A., Schallert, D.L., & Elias, E. (2012, November). Looking back to look ahead: Affordances and constraints associated with the use of legitimate peripheral participation as a theoretical framework in literacy *research*. Paper presented at the Literacy Research Association Annual Meeting. San Diego, CA.
- David, A. D., & **Consalvo, A.** (2012, November). *Sticky notes: Tools for new cultural competencies for adolescents*. Paper presented at the Literacy Research Association Annual Meeting. San Diego, CA.
- Consalvo, A. (2011, November). *Duration of high school English classroom writing conferences: Thin-slicing the short one-to-one instructional encounter*. Paper presented at the Literacy Research Association Annual Meeting. Jacksonville, FL.
- Consalvo, A., Derbyshire, C., & Neal, K. (2011 November). *Moving closer: Writing conferences and relationships in two high school English classrooms*. Poster presented to the National Council Teachers of English Annual Meeting. Chicago, IL.
- Consalvo, A. (2011, April). *One-to-one student-teacher writing conferences: A relational space in high school English classrooms*. Paper presented to the American Educational Research Association. New Orleans.
- Consalvo, A., & David, A. D. (2011, April). *Writing on the walls of 21st century classrooms: Material tools, digital thinking*. Paper presented to the American Educational Research Association. New Orleans, LA.
- Consalvo, A. (2010, December). *Writing conferences and relationships: Talking, teaching, and learning in high school English classrooms*. Paper presented to the Literacy Research Association. Fort Worth, TX.
- Worthy, J., & **Consalvo, A.** (2010, December). *Restorying: Fostering academic and interpersonal growth in students with negative reputations*. Paper presented to the Literacy Research Association. Fort Worth, TX.
- Worthy, J., & **Consalvo, A.** (2010, December). *Addressing academic, social, and affective growth through literacy instruction*. Paper presented to the Literacy Research Association. Fort Worth, TX.
- Consalvo, A., Derbyshire, C., & Neal, K. (2010, November). *Tell me about it: Students' and teachers' talk about writing*. Panel presentation to the National Council Teachers of English Annual Meeting. Orlando, FL.
- Consalvo, A., & David, A. D. (2010, April). *21st Century classrooms: What you're already doing right*. Paper presented to the Heart of Texas Writing Project themed conference: Plugging in: Developing sensible and literate uses of technology in the secondary English classroom. Austin, TX
- Consalvo, A., & Song, K. (2010, April). *Cycles of learning: Early preservice teacher identification with professionalism in written work*. Paper presented to the American Educational Research Association. Denver, CO.
- Consalvo, A., Derbyshire, C., & Neal, K. (2010, March). *One to one: Looking closely at the craft of conferring with adolescent writers*. Panel presentation to the Heart of Texas Writing Project Spring Conference. Austin, TX.
- Consalvo, A., & David, A. D. (2010, January). *21st Century classrooms: What you're already doing right*. Paper presented to the Texas Council Teachers of English Language Arts Annual Conference. Austin, TX.
- Consalvo, A., & Song, K. (2009, November). *Early preservice teacher learning in written work across a*

- semester in a language arts methods course*. Paper presented to the Literacy Research Association. Albuquerque, NM.
- Social Justice Teacher Inquiry Group. (2009, August). *BorderLands/La Frontera literature study: Engaging K-12 students with racism, community, and local issues*. Paper session presented to the Pflugerville Independent School District Conference on Diversity, Pflugerville, TX.
- Social Justice Teacher Inquiry Group. (2009, June). *BorderLands/La Frontera literature study: Engaging K-12 students with racism, community, and local issues*. Paper session presented to the Free Minds Free People Conference, Houston, TX.
- Skerrett, A., Bomer, R., & **Consalvo, A.** (2009, April). *Borderzones in adolescents' literacy practices in and out of school: Literate lives in and out of the official curriculum*. Paper presented to the American Educational Research Association. San Diego, CA.
- Worthy, J., **Consalvo, A.**, Russell, K., Bogard, T., & Shipman, S. (2009, April). *Rewriting negative stories in a second grade classroom: Academic learning and social identification in read aloud discussions*. Paper presented to the American Educational Research Association, San Diego, CA.
- Worthy, J., Bogard, T., Russell, K., **Consalvo, A.**, & Shipman S. (2009, April). *To affinity and beyond!: Cultivating professional literacies in an elementary classroom*. Paper presented to the American Educational Research Association. San Diego, CA.
- Consalvo, A., Bogard, T., & Skerrett, A. (2009, January). *In-school and out-of-school silences and conversations of race, gender, and cultural diversity*. Symposium presented to the Texas Council of Teachers of English Language Arts. Forth Worth, TX.
- Maloch, B., **Consalvo, A.**, Burke, A., & Duncan, D. (December, 2008). "Qualitative studies involving observations". Paper included in symposium entitled, *Researching the teaching of reading through direct observation: Tools and strategies*. Presentation at the annual meeting of the National Reading Conference, Orlando, FL.
- David, A. D., Buckingham, A. G., & **Consalvo, A.** (2008, November). *What does it all mean?: Exploring the shifting vocabulary of literacy in the 21st century*. Paper session presented to the National Council Teachers of English Annual Meeting. San Antonio, TX.
- Consalvo, A. (2008, April). *Living the rich points in the 21<sup>st</sup> Century: Issues in training of preservice teachers of literacy for engagement in a culturally shifting landscape*. Paper presented to the Consortium for Research in Teacher Education First Annual Symposium. Austin, TX.
- Consalvo, A. (2008, April). *The Simmons College Urban Youth Teacher Preparation Pilot Program, 1965-1971*. Paper presented to the Consortium for Research in Teacher Education First Annual Symposium. Austin, TX.
- Consalvo, A. (2007, October). *The canon wars continue: Resistance, power and reading in high school English*. Paper presented to the Curriculum and Pedagogy Annual Conference. Marble Falls, TX

### Invited Speaker Presentations

- McWhorter, R., Helfers, R., & **Consalvo, A.** (April 17, 2018). *Increasing learning outcomes for online students using real-time meetings*. Workshop Series: The Center for Excellence in Teaching and Learning. The University of Texas at Tyler.
- Johnson, G., Delello, J., Lamb, L., McWhorter, R., & **Consalvo, A.** (March 20, 2018). *Social media panel presentation*. Workshop Series: The Center for Excellence in Teaching and Learning. The University of Texas at Tyler.
- Hadley, H. (Producer). Bogard, T, **Consalvo, A.**, & Worthy, J. (Authors/Interviewees). (March 2, 2018 recorded). *Teaching for deep learning in a second-grade literacy classroom [Audio Podcast]*. *Journal of Language and Literacy Education*.
- Consalvo, A. (February 7, 2017). *Re-visioning research's think-aloud protocol: Providing your students a window to witness (and contemplate) your expert disciplinary practices*. Workshop Series: The Center for Excellence in Teaching and Learning. The University of Texas at Tyler.
- Consalvo, A. (November 2, 2016). *Falling in love with Robert Cormier: Exploring an archive*. By virtual presence for CARE Virtual Speaker Series at the Dreeben School of Education, University of the Incarnate Word, San Antonio, TX.

- Consalvo, A. (October 12, 2016). *Introduction to symposium Robert Cormier: Bullying and terrorism*. By virtual presence at Fitchburg State University via The University of Texas at Tyler.
- Consalvo, A. (October 1, 2015). *Connecting the archive to teaching middle and high school students. Introductory remarks for symposium: Robert Cormier: Censorship and Intolerance*. By virtual presence at Fitchburg State University via The University of Texas at Tyler.
- Consalvo, A. (May 5, 2014). A “fan fiction frame of mind”: *Cosplay and the literate life of Meredith*. Paper presented at the Center for Teaching and Learning, Fitchburg State University.
- Consalvo, A. (February 12, 2014). *One-to-one student-teacher instructional conferences in diverse high school English classrooms*. Harrod Memorial Lecture, Fitchburg State University.
- Consalvo, A. (2013, April). Innovation Grant Outcome: *Rigor and caring in secondary writing and reading instruction: Spaces for teacher-student communication*. Presented to The Center for Teaching and Learning, Fitchburg State University.
- Consalvo, A. & Tracy, K. (2013, August 12). *CTL Innovation Grant Introduction and Workshop*. The Center for Teaching and Learning, Summer Institute, Fitchburg State University.
- Consalvo, A. (July 18, 2013). *What’s “new” about new literacies? Engagement of students in multimodal practices in English classrooms*. Presentation to the Writing Project in New Hampshire’s Summer Institute. Plymouth State University.
- Consalvo, A. (May 9, 2013). *Interdisciplinarity and critical literacy*. Core to College Seminar Series, Fitchburg State University.
- Consalvo, A. (July 3, 2012). *Incorporating 21<sup>st</sup> century literacies and connecting with students’ lived experiences*. Presentation to the Plymouth Writing Project Summer Institute.
- Consalvo, A., Edward, S. & Tracy, K. (2012). Panel presentation: *Selecting and applying to graduate schools*. English Club, English Studies Department: Fitchburg State University.
- Consalvo, A. (2010, March). *Planning the job talk*. Presentation to Language and Literacy Studies Doctoral Seminar. The University of Texas at Austin.
- Consalvo, A., & David, A. D. (2010, February). *21st Century classrooms: What you’re already doing right*. Paper presented to the UTeach Liberal Arts Apprentice English Teacher Seminar, The University of Texas at Austin.
- Consalvo, A. (Fall 2004; Spring 2005). *Reading strategies across content areas*. Frost Faculty Development Center, Plymouth State University.

## Grants

### The University of Texas at Tyler 2014-2018

- August 1, 2018 (not funded). Spencer Foundation Small Research Grant, \$50,000, *Reviving Writing Lives in East Texas: Becoming Teacher-Writers*
- June 13, 2017 (funded internally). Faculty Research Award, PI, \$8090. *Early Career Secondary Teachers as Disciplinary Experts: Use and Results of a Multimodal Social Semiotic Approach*.
- February 1, 2017 (not funded). The Spencer Foundation Small Grants. Amy Vetter, UNC Greensboro, PI. Annamary Consalvo and seven other researchers from around the US, have submitted “letters of intent to collaborate to establish a subaward agreement” each at \$5,000. *The Writing Lives of Teens*, project ongoing.
- January 15, 2017 (not funded). The William T. Grant Foundation, Karlyn Adams-Wiggins, PI, Annamary Consalvo, Co-PI. \$25,000. *Belonging and Voice as Tools for Challenging Inequality: An Afterschool Intervention for Early Adolescents*.
- November 1, 2016. (not funded). The Spencer Foundation Small Grants, \$31,838: *Early Career Secondary Teachers as Disciplinary Experts: Use and Results of a Multimodal Social Semiotic Approach*.
- August, 2016 (funded internally). Summer Grant Writing Program, Dean’s Office, \$1,250. Used funds to support writing of solo Spencer application (“Early Career...”).

- September, 2016 (not funded). The ALAN Foundation Research Grant for research in young adult literature, \$1500: *Adventure in The Robert E. Cormier Digital Exhibits: Creating Immersive Experiences for Youth Readers and Writers*.
- February, 2016 (funded internally). Dean's Research Grant, \$600. Used funds to hire a research assistant to help with data analysis resulting in article (see Consalvo, 2016).

#### Fitchburg State University 2011-2014

- May 2012 (funded internally). Special Projects Grant: Academic Programming to Enhance a Global Perspective, Fitchburg State University - \$500. *Young Adult literature book club books to support diverse perspectives*.
- March 2012 (funded internally). Innovation Grant, Center for Teaching and Learning, Fitchburg State University - \$1,000. *Rigor and caring in secondary writing and reading instruction: Spaces for teacher-student communication*.

#### **Scholarly Committees**

Doctoral Committee (Completed May 2018) Plymouth State University

- Thomas Abrams: "Invisible Ink: Revealing the Complex System that Motivates Students to Write"

Master's Thesis Chair (Spring 2014). Fitchburg State University

- Erik Varga: "Tearing Down the Walls Between Subject Matter: The Effect of Art on the English Classroom"
- Paul Jesse Daley: "Journals in the Secondary English Classroom: Is this Technique an Effective Tool for Developing Literacy?"

#### **Reviewer or Editor Responsibilities**

- Review Board Member for *Texas Journal of Literacy Educators*—2018-2021
- Reviewer for *Educational Research Review*—2018
- Reviewer for *Teachers College Record*—2018
- Reviewer for *Texas Association Literacy Educators Yearbook*--2018
- Review Board Member for *Journal of Urban, Learning, Teaching, and Research*, journal of the Education SIG of American Educational Research Association Volume 12: 2016; Volume 13: 2017 and Volume 14: 2018.
- Reviewer for *Journal of Teacher Education* –2011-2014.

#### **Special Projects**

Robert E. Cormier Archive: Open Digital Exhibits and Symposia

- Bullying and Terrorism: Symposium, October 12, 2016, during National Bullying Prevention Month. Built online exhibit using open source software about the link between bullying and terrorism using artifacts from the Cormier Archive. Arranged a symposium with in-person and virtual attendance to mark the exhibit's opening; symposium available to teachers via virtual attendance. Exhibit is free and continuously open to scholars and interested persons. See link for more information <https://terrorandbullies.omeka.net/symposium--october-12-2016>
- Censorship and Intolerance: Symposium, October 1, 2015, during Banned Books Week. Built online exhibit using open source software about censorship in Cormier's life using artifacts from the Robert E. Cormier Archive. Arranged a symposium with in-person and virtual attendance to mark the exhibit's opening. Made symposium available to teachers via virtual attendance. Exhibit is free and continuously open to scholars and interested persons. See link for more information: <https://cormiercensorship.omeka.net/about-the-exhibit>
- Third exhibit in development: selection of artifacts from the Archive, co-designing virtual exhibit, curating artifacts.

Fitchburg State University

- Fall 2013: Preservice teachers' attendance at NCTE. Worked with the Fitchburg State University Foundation to sponsor 16 undergraduate English Education majors' attendance at National Council of Teachers of English, Boston, 2013.
- Fall 2013-Spring 2014: United States-Hong Kong Teachers in Dialogue Project through a partnership between myself and a teacher education colleague at The Chinese University of Hong Kong.

### Service

Fall 2014-Present, The University of Texas at Tyler

#### University-wide:

- Faculty Affairs Committee, 2016-2018; Stories Around the World Summer Read-In, reader June 16, 2015.

#### College of Education and Psychology:

- Chair, Diversity Committee (2018-2020); Chair, Environment Enhancement Committee (ad hoc) 2017, 2018; Member, Educator Preparation Stakeholder Committee for 2018-19; Technology Committee (2015-2018); Visions 2025 Committee (by invitation, Fall 2015).

#### School of Education (SOE):

- Chair, Tenure and Promotion Committee SOE (2018-2019).
- Faculty Advisor for Student Organization, *Literacy Between the Covers*, 2017, 2018.
- Faculty Sponsor for UT-Tyler University Affiliate of National Council of Teachers of English, 2018.
- All Level Secondary Advisory (Spring 2015); Advisement, graduate students in masters' degree reading program (ongoing); Planning Committee Member SOE Expos (Fall 2014, 2015 & Spring, 2015, 2016) for prospective students; English Teacher Career Options Presentations to freshmen in English core classes on behalf of SOE; Search Committees Winter 2015 & Winter 2016; Ad hoc committee member, SOE Vision Statement revisions to SOE Strategic Plan (Fall, 2015, revisions adopted Spring 2016).

#### Community:

- Spring 2018 iPad Training for Senior Citizens. Part of a team-teaching, 8-week project to initiate and enhance digital literacy skills for Tyler seniors.
- Fall 2017+ School Board Member University Academy. Charter school under the auspices of the School of Education at UT-Tyler.
- Summer 2017 Pilot Professional Development for Teaching of Writing. Working with Tyler ISD to design and deploy 5-day PD to invited 3<sup>rd</sup> and 4<sup>th</sup> grade teachers for enhancement of campus writing instruction. Follow up across the school year.
- Fall 2016 Griffin Elementary School, Tyler, Texas. Professional development in the teaching of writing for fourth grade teachers.
- 2015-2016 Three Lakes Middle School, Tyler, Texas. Conducted ongoing professional development for selected teachers who were implementing vocabulary program. Adaptation of program to after-school context.
- 2014-2016 Tyler Area Partnership (TAP) Steering Committee Member. Attended monthly meetings with community services agencies to determine programs for literacy enhancement programming for city of Tyler.

2011-2014, Fitchburg State University

- University Wide: Board Member, Center for Teaching and Learning; Library Advisory Committee; Assessment Scholar -- Davis Foundation Grant, Central Massachusetts Partnership for Assessing Written Communication; Common Core Project: Judge for the Undergraduate Research Conference.
- College Level: 2012-2013 KDP Co-counselor; *Addressing the Needs of English Language Learners* Syllabus Development Committee.
- Department of English Studies: Advisement; Assessment Committee; Writing Committee; Chair, High School Writing Contest and Community Reception; Co-Chair Scholarship Committee; University/Community Liaison for *Laws of Life* Community/High School Writing Contest;

English Club – Organizing panels and activities with English Education majors. College Open House; Accepted Student English Department Reception; NCATE Standard Three Committee.

- Collegial Connections – Informal: Faculty Writing Group; Faculty Research Group.

#### Service to the Profession:

- 2016-2021 National Council of Teachers of English (NCTE). Member: *Standing Committee Against Censorship*
  - 2018 Sub Committee National Intellectual Freedom Award Selection
  - 2018 Sub Committee for Revision of NCTE Position Statement regarding “Rating or ‘Red-Flagging’ Books”. Accepted by Executive Committee of NCTE
  - 2017 Sub Committee of Standing Committee Against Censorship: Classroom Library Position Statement development and revision, 2017. Accepted by Executive Committee of NCTE
  - 2016 Sub Committee of Standing Committee Against Censorship: Proposal for November conference session: *Trigger Warnings: The Importance of Feeling Uncomfortable*.
- 2017-2020 Literacy Research Association: Field Council Representative for Texas.
- 2018, 2017, 2015, 2014, 2013; 2012; 2011; 2010 Reviewer Literacy Research Association (LRA) Annual Meeting Proposals
  - 2014 & 2013 Session Chair LRA Annual Meeting
  - 2014 Discussant LRA Annual Meeting
- 2018, 2017, 2015, 2014, 2013; 2012; 2011; 2010 Reviewer for AERA, Annual Meeting Proposals.
- 2016 Proposal Reviewer for Texas Literacy Summit 2016 Annual Meeting, San Antonio.
- 2010-2011 Co-Organizer Teacher Study Group – Heart of Texas Writing Project; UT-Austin
- 2010-2011 Curator -- National Gallery of Writing – National Council of Teachers of English
- 2007-2008 Doctoral Seminar Planning Committee member; UT-Austin

#### **National Offices Held**

NCTE Standing Committee on Censorship, 2016-2021.  
Field Council, Literacy Research Association (LRA), 2017-2020.

#### **Honors and Awards**

The University of Texas at Tyler

Teaching and Learning Award for *Finding the Love: Helping Preservice Elementary Teachers (Re)Discover Engaged Reading*. The Center for Excellence in Teaching and Learning 2018-2019

Fitchburg State University

Selected for the competitive Harrod Memorial Lecture, Lecture title: *One-to-one student-teacher instructional conferences in diverse high school English classrooms*, 2014.

The University of Texas at Austin

Teresa Lozano Long Fellowship 2010-2011  
Henderson Foundation Scholarship 2009-2010

American Educational Research Association

New Faculty Seminar, Division K, Teacher Education, AERA Philadelphia, 2013.  
Graduate Student Seminar Division K-Teacher Education, AERA, Denver, 2010.

National Council of Teachers of English

L. Ramon Veal Research Roundtable, NCTE, Orlando, 2010

National Writing Project

Fellow: Summer Institute, Heart of Texas Writing Project, 2002  
Leadership Team: Summer Institute, Heart of Texas Writing Project, 2010

**Current Professional Memberships**

Literacy Research Association (LRA)

National Council of Teachers of English (NCTE)

Assembly for English Education –Conference on English Education (CEE)

Assembly on Literature for Adolescents (ALAN)

American Educational Research Association (AERA)

Division memberships:

C -- Learning and Instruction

G – Social Context of Education;

K –Teaching and Teacher Education

SIG memberships:

Language and Social Processes

Literature

Qualitative Research

Urban Learning and Teaching

Writing and Literacies

Texas Council Teachers of English (TCTELA)

Texas Association of Literacy Educators (TALE)

**Teaching Certifications**

Texas Teaching Certification, Secondary English grades 6-12.

Endorsement, English as a Second Language Supplemental