

Stephanie F. Reid, Ph.D.

Assistant Professor of Literacy Education
Department of Teaching and Learning
Phyllis J. Washington College of Education
University of Montana - Missoula

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EDUCATION

PhD in Learning, Literacies, and Technologies (2020)

Arizona State University, Tempe, AZ

Committee: Drs. Frank Serafini (Chair), Josephine Marsh, Lindsey Moses, & Wendy Williams.

Dissertation Title: *Multimodality Matters: Exploring Words, Images, and Design Features in a Middle-Grade English Language Arts Classroom.*

MA in Education (2010)

Hamline University, St. Paul, MN

Additional certification: K-12 Reading License (2006)

MA in English Literature (2003)

University of Cambridge, Cambridge, UK

Postgraduate Certificate in Secondary Education (2001)

University of Oxford, Oxford, UK

Specialization: English Language Arts Teaching

BA Honors in English Literature (1999)

University of Cambridge, Cambridge, UK

TEACHING LICENSES

Wisconsin Early Childhood – Adolescence Reading Teacher

Wisconsin Secondary English Education (Grades 6-12)

England Secondary English Teacher (Grades 6-12)

RESEARCH INTERESTS

Sociocultural approaches to literacy education and theories of multimodality

Reading and composing practices in secondary school contexts

Multimodal text interpretation and composition

Children's and young adult literature (particularly visual texts and graphic narratives)

PEER-REVIEWED PUBLICATIONS

- Kachorsky, D., & **Reid, S. F.** (2020). Examining the covers of young adult novels and their graphic novel counterparts: A multimodal content analysis. *Literacy Research: Theory, Method, and Practice*. <https://doi.org/10.1177/2381336920937303>
- Reid, S. F.** (2020). Playful images and truthful words: Eighth-graders respond to Shaun Tan's Stick Figures. *Journal of Language and Literacy Education*, 16(1), 1-22.
- Reid, S. F.**, & Moses, L. (2020). Students become comic book author-illustrators: Reading and composing with words and images in a fourth-grade writer's workshop. *The Reading Teacher*, 73(4), 461-472. doi: 10.1002/trtr.1864
- Serafini, F., & **Reid, S. F.** (2019). Multimodal content analysis: Expanding analytical approaches to content analysis. *Visual Communication* (first available online). doi: 10.1177/1470357219864133
- Serafini, F., & **Reid, S. F.** (2020). Crossing boundaries: Exploring metaleptic transgressions in contemporary picturebooks. *Children's Literature in Education*, 51, 261-284. doi:10.1007/s10583-019-09382-9
- Harris, L. M., **Reid, S. F.**, Benkert, V., & Bruner, J. (2019). Investigating comparative genocide teaching in high school classrooms. *Theory and Research in Social Education* (first available online). doi: 10.1080/00933104.2019.1635058
- Reid, S. F.**, & Dyer, M. (2018). Stick figures and a Marvel-lous multimodal novel: Investigating words and images with eighth-grade English students. *Voices from the Middle*, 26(2), 53-58.
- Reid, S. F.**, & Serafini, F. (2018). More than words: An investigation of the middle-grade multimodal novel. *Journal of Children's Literature*, 44(2), 32-44.

WORKS SUBMITTED FOR PEER-REVIEWED PUBLICATION

- Reid, S. F.**, Kessner, T., Harris, L. M., Benkert, V., & Bruner, J. (accepted for publication). Comparative genocide pedagogy and survivor testimony: Lessons from a unit on the Holocaust and the Rwandan Genocide. (39 manuscript pages).
- Kachorsky, D., **Reid, S. F.**, & Chapman, K. (accepted for publication). Representations of education on the cover of Time Magazine: A multimodal content analysis.
- Reid, S. F.**, & Moses, L. (under review). Comics composing and multidirectional flows of expertise in a fourth-grade English classroom. (27 manuscript pages).
- Moses, L., & **Reid, S. F.** (under review). Using comics, publishing, and choice to support literacy and positive identity. (36 manuscript pages).

Girard, B., Harris, L. M., Mayger, L., Kessner, T., & **Reid, S. F.** (revise and resubmit). There's no way we can teach all of this": Factors that influence secondary history teachers' Content Choices. (40 manuscript pages).

EDITORIALLY REVIEWED PUBLICATIONS

Reid, S. F. & Scholes, J. (2020). Making meaning from visuals: Teaching multimodality in English language arts. *Literacy Today*, 38(1), 16-17.

Williams, W. R., & **Reid, S. F.** (2019). Writing and learning together in Young Authors' Studio. *Literacy Today*, 36(4), 44-46.

Reid, S. F., & Durand, E. S. (2018). First opinion: Deep ocean odyssey: Envisioning "Giant Squid" through multimodal nonfiction poetry. *First Opinions, Second Reactions*. Winter Issue.

Serafini, F., Kachorsky, D., & **Reid, S.** (2018). Revisiting the multimodal nature of children's literature. *Language Arts*, 95(5), 311-321.

Reid, S. (2010). Language is power: A curricular supplement for 200 Nights and One Day. Hopkins, MN: Benu Press.

BOOK CHAPTERS

Serafini, F., & **Reid, S. F.** (accepted for publication). Linguistic, semiotic, literary, and artistic perspectives for analyzing picturebooks. Chapter manuscript accepted for publication. In K. Coates & D. Stevenson (Editors), *The Blackwell Companion to Children's Literature*. Hoboken, NJ: Wiley-Blackwell.

NEWSLETTER PUBLICATIONS

Reid, S. F. (2019, October). Interview with LRAs President-Elect, Dr. Elizabeth Baker. *Literacy Research Association's Doctoral Students Innovative Community Group Newsletter*.

Reid, S. F., & Qiu, T. (2019, June). Innovative Community Group spotlight: The Literacy Association's Doctoral Student Innovative Community Group. *Literacy Research Association Newsletter*.

Reid, S. F. (2019, June). LRA Annual Conference recap. *Literacy Research Association's Doctoral Students Innovative Community Group Newsletter*.

Reid, S. F. (2018, Spring). We're all in this together: Tapping into your doctoral student peer network. *Literacy Research Association's Doctoral Students Innovative Community Group Newsletter*.

Reid, S. F. (2018, Spring). LRA Annual Conference recap. *Literacy Research Association's Doctoral Students Innovative Community Group Newsletter*.

Reid, S. F. (2017, Fall). Building connections and shaping proposals: The 2017 proposal mentoring project report. *Literacy Research Association's Doctoral Students Innovative Community Group Newsletter*.

Reid, S. (Contributor to each chapter). (2011). In J. Carlson & J. Strop (Authors), *Multimedia text sets: Changing the shape of engagement and learning*. Winnipeg, Canada: Portage & Main Press.

REFEREED INTERNATIONAL CONFERENCES

Moses, L., Serafini, F., & **Reid, S. F.** (2019, October). *Picturebooks, multimodal novels, and comics: What to talk about, and how to talk about it*. Panel session presented at the annual meeting of the International Literacy Association, New Orleans, LA.

Serafini, F., & **Reid, S. F.** (2018, August). *Multimodal content analysis*. Paper presented at the 9th International Conference on Multimodality, Odense, Denmark.

Moses, L., & **Reid, S. F.** (2018, July). *Using comics, publishing, and choice to support literacy and positive identity development*. Paper presented at the annual meeting of the International Literacy Association, Austin, TX.

REFEREED NATIONAL CONFERENCES

Reid, S. F. (2020, December). *Learning from students' experiences: Play, work, and drudgery during a seventh-grade multimodal literacies curriculum unit*. Paper presentation to be conducted at the annual meeting of the Literacy Research Association. (Virtual conference).

Reid, S. F. (2020, December). *Planned design and curricular messiness: An English language arts teacher introduces multimodal concepts and texts into his seventh-grade classroom community for the first time*. Paper presentation to be conducted at the annual meeting of the Literacy Research Association. (Virtual conference).

Reid, S. F., & Scholes, J. (2020, November). *Bringing images and words together: Incorporating visual narratives in the middle or high school English classroom*. Paper to be presented at the annual meeting of the National Council of Teachers of English, Denver, CO. (Virtual Conference).

Reid, S. F., & Kachorsky, D. (2020, November). *Unexpected pairings: Picturebooks and graphic novels meet their literary canon counterparts*. Paper to be presented at the annual meeting of the National Council of Teachers of English, Denver, CO.

- Reid, S. F.,** & Kachorsky, D. (2020, October). Teaching beyond words: Incorporating multiple ways to make thinking visible. Paper to be presented at the annual meeting of the Association for Middle Level Education. (Virtual Conference).
- Reid, S. F.** (2020, April) *Tales of two eighth-grade artists: Acceptance and rejection of visual narratives in the English curriculum* [Paper Session]. Annual meeting of the American Educational Research Association. San Francisco, CA.
<http://tinyurl.com/trmgmek> (Conference Canceled).
- Reid, S. F.** (2020, April). *Same book but different pedagogical stories: Two teachers, two middle-grade classrooms, and one multimodal novel* [Roundtable Session]. Annual meeting of the American Educational Research Association. San Francisco, CA.
<http://tinyurl.com/uj44be4> (Conference Canceled)
- Kachorsky, D., & **Reid, S. F.** (2020, April). *Graphic novel adaptations of young adult literature: Comparing book covers through multimodal content analysis* [Paper Session]. Annual meeting of the American Educational Research Association. San Francisco, CA. <http://tinyurl.com/wmdklke> (Conference Canceled)
- Reid, S. F.** (2019, December). "Words and images go together like peanut butter and jelly": Eighth-grade students respond to word-image relationships in Shaun Tan's *Stick Figures*. Roundtable presentation conducted at the annual meeting of the Literacy Research Association, Tampa, FL.
- Kachorsky, D., & **Reid, S. F.** (2019, December). *Young adult novels and their graphic novel adaptations: A comparative multimodal content analysis of book covers*. Roundtable presentation conducted at the annual meeting of the Literacy Research Association, Tampa, FL.
- Reid, S. F.** (2019, November). *Novel adventures in reading: Investigating multimodal constructions of story*. Paper presented at the annual meeting of the National Council of Teachers of English, Baltimore, MD.
- Reid, S. F.** (2019, November). Constructing multimodal narratives. In W. R. Williams (Chair), *Daring to be bold with the arts and inquiry: Visual storytelling - A hands-on workshop*. Roundtable presentation conducted at the annual meeting of the National Council of Teachers of English, Baltimore, MD.
- Early, J., Glerum, M., Hope, K., Scholes, J. & **Reid, S. F.** (2019, November). *Transforming text: Designing meaningful multimodal curriculum in English language arts classrooms*. Paper presented at the annual meeting of the National Council of Teachers of English, Baltimore, MD.
- Kachorsky, D., Chapman, K., & **Reid, S. F.** (2019, April). *Education through TIME: Representations of United States education on TIME Magazine covers from 1983-2017*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Girard, B., Harris, L., Mayger, L., Kessner, T., & **Reid, S. F.** (2019, April). *An examination of*

factors that influence secondary history teachers' instructional choices. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Moses, L., & **Reid, S. F.** (2018, December). Using comics, publishing, and choice to support literacy and positive identity development. In J. Lynch (Chair), *Supporting multimodal engagement*. Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Serafini, F., & **Reid, S. F.** (2018, December). Crossing boundaries: Exploring metaleptic transgressions in contemporary picturebooks. In M. C. Kleekamp (Chair), *Crossing boundaries and building community in children's literature*. Roundtable presentation conducted at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Serafini, F., & **Reid, S. F.** (2018, December). Multimodal content analysis: Rethinking theoretical and analytical perspectives. In T. Cort (Chair), *Expanding analytical perspectives: Re-presentations of identity, intertextuality, and multimodality*. Roundtable presentation conducted at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Reid, S. F. (2018, November). Survivor testimony analysis in the high school ELA classroom: Teaching towards student action and social change through comparative genocide instruction. In H. Schaffer (Chair), *Stories for troubled times: Trauma and testimony in children's and young adult literature*. Paper presented at the annual meeting of the National Council of Teachers of English, Baltimore, MD.

Kachorsky, D., & **Reid, S. F.** (2018, June). *A tale of two covers: A multimodal comparative content analysis of young adult novel book covers and their graphic novel counterparts*. Paper presented at the University of Nevada Young Adult Literature Summit, Las Vegas, NV.

Harris, L. M., **Reid, S. F.**, Benkert, V., & Bruner, J. (2018, April). *Helping students become "architects of change": Investigating comparative genocide teaching in high school classrooms*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Reid, S. F. (2017, December). More than words: Investigating the middle grade and young adult multimodal novel. In F. Serafini (Chair), *Investigating the increasing complexity of children's literature*. Symposium conducted at the annual meeting of the Literacy Research Association, Tampa, FL.

Reid, S. F. (2016, November). *Doctoral decisions: The journey to grad school*. Poster session presented at the annual meeting of the National Council of Teachers of English, Atlanta, GA.

Reid, S. F., Brunson, H., Trampel, M., & Kleinsasser, G. (2015, July). *Embracing the technology tools of today*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.

- Reid, S. F.** (2015, November). *No story lives unless someone wants to listen: Connecting students to the lives and lived experiences of community veterans through digital storytelling*. Paper presented at the annual meeting of the National Council of Teachers of English, Minneapolis, MN.
- Reid, S. F.,** Brunson, H., Trampel, M., & Kleinsasser, G. (2014, July). *Embracing the technology tools of today*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.
- Reid, S. F.,** & Christenson, T. (2014, November). *Reading the world with our eyes wide open: Using critical literacy to illuminate, question and challenge the texts and stories that surround us*. Paper presented at the annual meeting of the National Council of Teachers of English, Washington, DC.
- Reid, S. F.,** & Christenson, T. (2013, July). *Teaching critical literacy: Transforming the world one student at a time*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.
- Reid, S. F.,** Brunson, H., Trampel, M., & Kleinsasser, G. (2013, July). *Embracing the technology tools of today*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.
- Reid, S. F.,** & Christenson, T. (2013, October). *Teaching critical literacy: Transforming the world one student at a time*. Paper presented at the annual meeting of the Association for Middle Level Education, Minneapolis, MN.
- Reid, S. F.,** & Christenson, T. (2013, November). *Transforming the world one student at a time: A crash course in teaching critical literacy*. Paper presented at the annual meeting of the National Council of Teachers of English, Boston, MA.
- Reid, S. F.** (2012, October). *We're all in this together: The importance of classroom community*. Paper presented at the annual meeting of the Association for Middle Level Education, Portland, OR.
- Reid, S. F.** (2012, July). *Do the right thing: Ethics from a language arts perspective*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.
- Reid, S. F.** (2012, July). *Our stories connect us: The power of personal narratives*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.
- Reid, S. F.,** Brunson, H., Trampel, M., & Kleinsasser, G. (2012, July). *Embracing the technology tools of today*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.
- Reid, S. F.** (2011, October). *In with the new: Addressing the needs of the 21st century learner*. Paper presented at the annual meeting for the Association for Middle Level Education, Louisville, KY.

- Reid, S. F.** (2011, July). *Let's be honest: Not every student enjoys writing*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.
- Reid, S. F.** (2011, July). *Reading and writing our lives: Personal narrative as both art and necessity*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.
- Reid, S. F.** (2010, October). *One teacher does not an audience make: 21st century technology and the creation of audience*. Paper presented at the annual meeting of the National Middle School Association, Baltimore, MD.
- Reid, S. F.** (2010, July). *One teacher does not an audience make: 21st century technology and the creation of audience*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.
- Reid, S. F.** (2009, November). *An invitation to make the shadows dance: Engaging students in the magic of poetry*. Paper presented at the annual meeting of the National Council of Teachers of English, Philadelphia, PA.
- Reid, S. F.** (2009, July). *An invitation to make the shadows dance: Engaging students in the magic of poetry*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.
- Reid, S. F.** (2009, July). *One teacher does not an audience make: 21st century technology and the creation of audience*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.
- Reid, S. F.** (2008, November). *One teacher does not an audience make: 21st Century technology and the creation of audience*. In M. Berry (Chair), *The global middle school classroom: Engaging students in virtual activities*. Symposium conducted at the annual meeting of the National Council of Teachers of English, San Antonio, TX.
- Reid, S. F.** (2008, July). *One teacher does not an audience make: 21st century technology and the creation of audience*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.
- Reid, S. F.** (2007, July). *New adventures in reading: Importance of reading multimodal texts*. Paper presented at the annual meeting of the Hamline University Literacy Institute, St. Paul, MN.

REFEREED REGIONAL AND STATE CONFERENCES

- Reid, S. F.** (2020, October). *Reading Visual and Multimodal Texts in English Language Arts Classrooms*. Paper to be presented at the annual meeting of the Montana Federation of Public Employees Virtual Educator Conference. (Online).
- Reid, S. F., Kachorsky, D., & Chapman, K.** (2019, February). *Representations of United States education on TIME magazine covers from 1983-2017: A multimodal content*

analysis. Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, TX.

- Reid, S. F., & Dyer, M.** (2018, September). *Image matters: How students make meaning from young adult multimodal novels*. Paper presented at the annual meeting of the Arizona English Teachers Association, Chandler, AZ.
- Reid, S. F.** (2017, September). *More than words: The case for multimodal composition*. Paper presented at the annual meeting of the Arizona English Teachers Association, Chandler, AZ.
- Reid, S. F.** (2017, September). *Words matter: Using young adult literature to start conversations that count*. Paper presented at the meeting of the Arizona English Teachers Association, Chandler, AZ.
- Reid, S. F.** (2012, February). *In with the new: Addressing the needs of the 21st century learner*. Paper presented at the annual meeting of the Wisconsin Association for Middle Level Education. Madison, WI.
- Reid, S. F.** (2011, February). *In with the new: Addressing the needs of the 21st century learner*. Paper presented at the Wisconsin Department for Public Instruction's Every Child a Graduate Conference, Madison, WI.
- Reid, S. F.** (2010, February). *One teacher does not an audience make: 21st century technology and the creation of audience*. Paper presented at the Wisconsin Department for Public Instruction's Every Child a Graduate Conference, Madison, WI.
- Reid, S. F.** (2010, February). *One teacher does not an audience make: 21st century technology and the creation of audience*. Paper presented at the annual meeting of the Wisconsin State Reading Association, Milwaukee, WI.
- Reid, S. F.** (2007, February). *Using multiple genres in the middle or high school reading classroom*. Paper presented at the annual meeting of the Wisconsin State Reading Association, Milwaukee, WI.

ARIZONA STATE UNIVERSITY CONFERENCES

- Reid, S. F.** (2018, January). *Images matter: Investigating the young adult and middle grade multimodal novel*. Paper presented at the Teachers College Doctoral Council, Arizona State University. Tempe, AZ.
- Reid, S. F., & Harris, L. M.** (2018, January). *Teachers and students as "architects of change": Exploring comparative genocide instruction in two high school English language arts classrooms*. Paper presented at the Teachers College Doctoral Council, Arizona State University. Tempe, AZ.
- Reid, S. F.** (2017, February). *What are the roles played by images in illustrated young adult and middle grade novels? A qualitative content analysis study*. Poster session presented at the Teachers College Doctoral Council, Arizona State University.

GUEST SPEAKER INVITATIONS

- June 2019** Central Arizona Writing Project, Dr. Jessica Early, Justin Scholes, and Monica Baldonado-Ruiz, Arizona State University. Topic: Multimodality in the Writing Classroom.
- April 2017** Children's Literature (undergraduate class), Dani Kachorsky, Arizona State University. Invited panel presentation. Topic: Children's Literature in the Elementary and Middle School Classroom.
- August 2014** All-District Staff Meeting, River Falls, Wisconsin. One of four teachers in the school district invited to co-deliver the keynote address to all district staff at the start of the 2014-2015 school year.

RESEARCH EXPERIENCES

Graduate Research Assistant with Dr. Frank Serafini, Children's Literature and Literacy Education, September 2016 – Present.

- Participated in development and publication of the Multimodal Content Analysis (MMCA) framework for analyzing data corpora comprised of multimodal texts.
- Conducted a Multimodal Content Analysis (MMCA) of 70 metafictional picturebooks.
- Examined a data corpus of 34 multimodal novels for young readers to understand how multimodal novels challenged traditional conceptualizations of the novel as a predominantly written language text.
- Editing experience: 10 book chapters on multiliteracies.
- Wrote for publication in research and pedagogical journals.

Graduate Research Assistant with Dr. Lindsey Moses, Elementary Literacy Education, September 2017 – Present

- Analyzed data gathered during a comics unit in a fourth-grade classroom. We used Positive Discourse Analysis to explore the positioning and identity of two fourth-grade bilingual students.
- Carried out multimodal text analysis of student work gathered during the comics unit using methods informed by theories of multimodality and visual discourse analysis.
- Wrote for publication in research and pedagogical journals.

Graduate Research Assistant with Dr. Lauren Harris, History Education, September 2016 – June 2018 (I continued working with Dr. Harris after conclusion of appointment)

- In collaboration with scholars from the Comparative Genocide Project, I participated in the data collection, data analysis, and publication phases of a grant-funded study examining how two high school English teachers engaged in a comparative approach to genocide education.
- Interviewed five secondary teachers from across the country as part of a mixed-methods study exploring how classroom practitioners use (or not) history teaching standards to inform their classroom instruction.
- Wrote for publication in research and pedagogical journals.

ADDITIONAL RESEARCH ENDEAVORS

Current	In collaboration with colleagues from two other academic institutions, I am examining how weekly news magazines represent schooling, teachers, and students on their covers.
Current	Although still in the beginning stages of establishing my data corpus, I intend to examine representations of federal public lands in children's picturebooks.
2020	Dissertation: This interpretive study examined what happened when a middle school English Language Arts teacher who identified as a writing teacher and expert in written language introduced multimodal concepts and multimodal texts into his seventh-grade curriculum.
2019	In collaboration with a colleague from another institution, I am investigating how publishers repackage and remarket published written language novels as graphic novels.
2018	This qualitative study explored eighth-grade students' responses to and interpretations of Shaun Tan's illustrated short story, <i>Stick Figures</i> , and Brian Selznick's multimodal novel, <i>The Marvels</i> . I designed the study and generated and analyzed the data. One pedagogical journal article has been published and one has been submitted for peer-review.
2017	I participated in the data collection phase of a collaborative research project that explored first-generation students' academic and personal experiences at Arizona State University.

COMPETITIVE RESEARCH GRANTS

The International Literacy Association's Helen M. Robinson Grant (2019)

Funds supported my dissertation proposal, *Multimodality matters: Exploring words, images, and design features in a seventh-grade English Language Arts classroom*.

Arizona State University's Graduate and Professional Student Association Dissertation Award (2019)

Funds supported my dissertation research investigating use of multimodal novels in a seventh-grade classroom.

Learning, Literacies, & Technologies Dissertation Grant Award (2019)

Received funds from the Mary Lou Fulton Teachers College at Arizona State University to support my research investigating use of multimodal novels in a seventh-grade classroom.

Learning, Literacies, & Technologies PhD Research Grant (2018)

Received funds from the Mary Lou Fulton Teachers College at Arizona State University to support a pilot study investigating use of multimodal novels in an eighth-grade classroom.

ACADEMIC AWARDS and HONORS

Outstanding Graduate Student, Mary Lou Fulton Teachers College (2020)

Selected by the Mary Lou Fulton Teachers College Doctoral Executive Committee

Outstanding Graduate Student, Learning, Literacies, and Technologies (2020)

Selected by the Learning, Literacies, and Technologies PhD Program Committee

University Graduate Fellowship for Academic Achievement (2019)

Funds supported my Spring 2019 doctoral studies at Arizona State University.

University Curriculum Development Fellowship: Literacy Education (2018)

Received funds to assist Dr. Lindsey Moses and Dr. Elisabeth Gee with curriculum development for the online MA in Literacy Education program at Arizona State University.

University Graduate Fellowship (2016 - Present)

Funds fully supported my doctoral studies at Arizona State University.

Hamline University Outstanding MA in Education Capstone Award (2011)

Curriculum development capstone on writing practices and personal narrative.

UNIVERSITY TEACHING EXPERIENCE

Fall 2020 Assistant Professor, University of Montana, Missoula, MT

EDU 397: Methods – Prek-3 Early Literacy

Remote (2 sections)

EDU 339: Methods – Prek-8 Language Arts

Remote (2 sections)

Fall 2018 Teaching Assistant, Arizona State University, Tempe, AZ
Supervising instructor: Dr. Cyndi Giorgis.

Developed and taught lessons in an undergraduate Children's Literature course. Assisted with all other responsibilities related to the course (e.g. student assessment, syllabus design, learning management site maintenance).

**2011–
2016 Adjunct Faculty, Hamline University, St. Paul, MN**

Developed/updated and taught the following Master of Arts in Literacy Education and Reading Licensure courses (online and face-to-face settings). Online platforms used: Blackboard and Moodle (Learning House). Developed course shells and gained experience working with online learning designers. Prepared students for their Reading Teacher licensure examination.

Advancing Secondary Readers, Grades 7-12

Instructor of Record: Online (6 sections); Campus (7 sections)

Critical Literacy

Instructor of Record: Online (3 sections); Campus (4 sections)

New Literacies in the 21st Century

Instructor of Record: Online (5 sections)

Rethinking Literacy Across the Disciplines

Instructor of Record: Online (2 sections)

**2011–
2012 Student Teacher Field Experience Supervisor, University of Wisconsin -
River Falls in Partnership with School District of River Falls, WI**

Supervisor for two preservice teachers as part of a Professional Development School initiative.

Guest Lecturer Invitations

- June 2020 Visual and Multimodal Research (doctoral class), Dr. Dani Kachorsky, Texas A&M – Corpus Christi. Topic: Visual Research in Classroom Contexts.
- Feb 2020 Young Adult Literature (undergraduate class), Michelle Glerum, Arizona State University. Topic: Middle-Grade Multimodal Novels.
- Fall 2019 Children’s Literature (undergraduate class), Dr. Frank Serafini, Arizona State University. Topic: Children’s and Young Adult Multimodal Novels.
- Fall 2019 Multimodal and Visual Analysis Methods (doctoral class), Dr. Frank Serafini, Arizona State University. Topic: Multimodal Content Analysis.
- April 2019 Children’s Literature (undergraduate class), Dr. Frank Serafini, Arizona State University. Topic: Children’s and Young Adult Multimodal Novels.
- Fall 2018 Children’s Literature (undergraduate class), Dr. Dani Kachorsky, Texas A&M–Corpus Christi. Topic: Young Adult Multimodal Novels.
- April 2018 Children’s Literature (graduate class), Dr. Miriam Martinez, University of Texas – San Antonio. Topic: Young Adult Multimodal Novels.
- March 2018 Children’s Literature (undergraduate class), Dani Kachorsky, Arizona State University. Topic: Metafictional Children’s Picturebooks.
- March 2018 Postcolonial Young Adult Literature, Dr. E. Sybil Durand, Arizona State University. Topic: Young Adult Multimodal Novels.
- March 2018 Writing Methods (undergraduate), Anthony Celaya, Arizona State University. Topic: Multimodal Composition.

MA in Literacy Education Capstone Committee Chair Hamline University, St. Paul, MN

- Steinmeyer, A. A. (2016). *How formative assessments can be utilized to respond to student needs within a balanced literacy framework*. Hamline University School of Education Student Capstone Theses and Dissertations. Paper 4103.
- Jensen, E. C. (2016). *How does young adult literature foster reading growth in the striving secondary reader?* Hamline University School of Education Student Capstone Theses and Dissertations. Paper 4089.
- Nelson, N. (2016). *21st century literacy: Blending the English 12 classroom*. Hamline University School of Education Student Capstone Theses and Dissertations. Paper 4110.
- Gilbertson, S. M. (2016). *The impact of critical literacy on the moral reasoning of*

adolescents. Hamline University School of Education Student Capstone Theses and Dissertations. Paper 4113.

Schaefer, T. D. (2016). *How can critical literacy theory impact the engagement of struggling secondary readers?* Hamline University School of Education Student Capstone Theses and Dissertations. Paper 4097.

Paulson, H. M. (2015). *Tutoring as an elementary reading intervention to benefit bilingual learners in Mexico*. Hamline University School of Education Student Capstone Theses and Dissertations. Paper 258.

Schmidt, C. M. (2015). *Developing the 21st century skills of creativity, collaboration and information fluency in a kindergarten classroom*. Hamline University School of Education Student Capstone Theses and Dissertations. Paper 153.

Yang, S. (2015). *Using a culturally relevant text set effectively to support diversity, racial equity, and school community building*. Hamline University School of Education Student Capstone Theses and Dissertations. Paper 201.

Enselein, G. E. (2015). *Effective conversations around tough text within middle school literature circles*. Hamline University School of Education Student Capstone Theses and Dissertations. Paper 213.

Lorenz, K. L. (2015). *How can critical literacy be used to address social justice issues through a first-grade social studies read-aloud curriculum?* Hamline University School of Education Student Capstone Theses and Dissertations. Paper 251.

Dickinson, C. K. (2014). *Accelerating first grade reading growth through systematic yet responsive phonics instruction*. Hamline University School of Education Student Capstone Theses and Dissertations. Paper 4062.

Athmann, K. (2013). *Twenty-six letters: A study in the motivation of reluctant middle school readers*. Hamline University School of Education Student Capstone Theses and Dissertations. Paper 4052.

Dimock, R. L. (2013). *How can I develop a parent guide to help families create a meaningful home environment that supports the emergent literacy skills of kindergarten students?* Hamline University School of Education Student Capstone Theses and Dissertations. Paper 4051.

K-12 TEACHING EXPERIENCE

2014 – 2016

Grade 7 English Language Arts & Reading Teacher

River Falls, Wisconsin

Leadership: Department Chair, New Teacher Mentor, Student Teacher Mentor, Grade Level Team Leader, District Curriculum & Instruction

- 2008 – 2014 **Grade 8 English Language Arts & Reading Teacher**
River Falls, Wisconsin
Leadership: New Teacher Mentor, Student Teacher Mentor, Grade Level
Team Leader, District Curriculum & Instruction Committee
- 2004 – 2008 **Grade 8 Reading Teacher**
River Falls, WI
District & School Committees: Curriculum & Instruction; Reading
- 2001 – 2004 **Grades 6-12 English Literature and Language Teacher**
Uckfield Community Technology College, East Sussex, UK
Leadership: Middle Level Curriculum Chair

K-12 TEACHING AWARDS and HONORS

Forward Foundation Grant (2015)

Community award funded video and sound equipment for a community history project that sought to gather and publish the stories and lived experiences of community veterans. Role: Lead writer.

Forward Foundation Grant (2014)

Community award funded a collection of picturebooks for use in middle-grade classrooms. Role: Lead writer.

Outstanding Collaborating Teacher - Secondary Education Award (2012)

Awarded by the University of Wisconsin - River Falls Teacher Education Department.

River Falls School Board of Education Dedication to Excellence Award (2009-2012)

Nominated by graduating honors students.

PBS Innovation in Education National Award (2010)

Awarded in recognition of my online Holocaust visual podcast gallery.

Herb Kohl Fellowship Wisconsin State Teaching Award (2009)

Awarded for excellence in K-12 teaching.

NATIONAL SERVICE

- 2019-2020 **Alumni Liaison, Doctoral Student Innovative Community Group**
Literacy Research Association
- Spring 2019 **Peer Reviewer**
National Council of Teachers of English: Quick-Reference Guide
- 2018-2019 **Senior Co-Chair, Doctoral Student Innovative Community Group**
Literacy Research Association

- 2018 – Present **Committee Member, National Council of Teachers of English Public Language Awards Committee**
National Council of Teachers of English
- 2017 – 2018 **Junior Co-Chair, Doctoral Student Innovative Community Group**
Literacy Research Association
- 2016 – 2017 **Assistant Co-Chair, Doctoral Student Innovative Community Group,** Literacy Research Association

NATIONAL CONFERENCE SERVICE

- December 2020 **Session Organizer and Presenter**
Led the Academia 101 Session at the annual meeting of the Literacy Research Association, Tampa, FL.
- November 2020 **Respondent**
The Future is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers. Roundtable presentation to be conducted at the annual meeting of the National Council of Teachers of English, Denver, CO. (Conference Canceled)
- Summer 2020 **Conference Proposal Reviewer**
Reviewed proposals for the 2021 annual meeting of the American Educational Research Association (Arts and Learning SIG)
- Spring 2020 **Conference Proposal Reviewer**
Reviewed proposals for the 2020 annual meeting of the Literacy Research Association.
- Spring 2020 **Panel Session Organizer and Discussant**
Will lead the Academia 101 session at the annual meeting of the Literacy Research Association, Houston, TX. I invited a diverse panel of early-career literacy scholars to share their experiences on the job market and beyond with doctoral students in attendance at the conference.
- November 2019 **Respondent**
Hear Us, Trust Us: Student-Directed Inquiry that Spirited a Year of Community and Curiosity. Roundtable presentations conducted at the annual meeting of the National Council of Teachers of English, Baltimore, MD by middle-grade students.

- November 2019 **Respondent**
The Future is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers. Roundtable presentation conducted at the annual meeting of the National Council of Teachers of English, Baltimore, MD.
- December 2018 **Session Organizer and Presenter**
 Led the Doctoral Student Innovative Community Group Business Meeting at the annual meeting of the Literacy Research Association, Indian Wells, CA.
- November 2018 **Respondent**
Raising their Voices: From Atticus Finch to Chance the Rapper, Young People are Inspired by Others to change the World for the Better. Panel presentation conducted at the annual meeting of the National Council of Teachers of English, Houston, TX.
- December 2017 **Session Organizer and Presenter**
 Led the Annual Sara Bruce McCraw Doctoral Student Networking Session and the Proposal Mentoring Breakfast at the annual meeting of the Literacy Research Association, Tampa, FL.

ARIZONA STATE UNIVERSITY SERVICE

- Spring 2020 **Planning Committee, El Día de Los Niños/El Día de Los Libros**
 In conjunction with the English Department, I am helping plan a May literacy event for high school and middle school students from urban Phoenix and American Indian communities.
- November 2019 **Panel Session Speaker**
 Mary Lou Fulton Teachers College, Arizona State University. Topic: PhD Comprehensive Examinations.
- August 2019 **Panel Session Speaker**
 New Students Welcome Panel Session, Mary Lou Fulton Teachers College, Arizona State University. Topic: PhD Program Question & Answer Session.
- February 2018 **PhD Program Representative**
 Prospective Students Luncheon, Mary Lou Fulton Teachers College, Arizona State University. Topic: My Research on Multimodal Novels.
- 2018 **Section Editor**
Current Issues in Education journal, Arizona State University.
- 2017 – 2018 **Vice President, Conference of English Educators-Graduate Strand Affiliate (Arizona State University)**
 Affiliated with the National Council of Teachers of English.

- 2017 – 2018 **Learning, Literacies, and Technology PhD Program Student Representative**
Mary Lou Fulton Teachers College, Arizona State University.
- 2017 – 2018 **Mentor to high school seniors at ASU Preparatory Academy**
Focus: Transitioning to academic life beyond high school.
- Fall 2017 **Volunteer in Young Author's Workshop**, College of Integrative Sciences and Arts, Arizona State University. Helped support undergraduate students in designing an out-of-school writing experience for writers aged 10-17.
- August 2017 **Panel Session Speaker**
New Students Welcome Panel Session, Mary Lou Fulton Teachers College, Arizona State University. Topic: PhD Program Question & Answer Session.
- February 2017 **Panel Session Speaker**
Prospective Students Panel Session, Mary Lou Fulton Teachers College, Arizona State University. Topic: PhD Program Question & Answer Session.
- 2016 – 2018 **Reviewer, Graduate Student & Faculty Teaching Awards Applications**
Graduate and Professional Student Association, Arizona State University.
- 2016 – Present **Member, Beta Beta Chapter of Alpha Upsilon Alpha**
International Literacy Association.

COMMUNITY SERVICE

- March 2019 **Children's Author Host**
Tucson Festival of Books
- May 2018 **Peoria Library Comics Convention**, Peoria, Arizona
Supported a comics workshop for attendees (parents and children)

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
AERA Special Interest Groups: Literature, Writing and Literacies, Semiotics in Education, Arts and Learning, and Arts-Based Educational Research, Research in Reading and Literacy
English Language Arts Teacher Educators (ELATE)
International Literacy Association (ILA)
Literacy Research Association (LRA)
Montana Association of Teachers of English Language Arts (MATELA)
National Council of Teachers of English (NCTE)