

## VITA

### **Leslie David Burns, Ph. D.**

Assistant Professor  
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## **ACADEMIC BACKGROUND**

### Michigan State University:

- Ph.D. Curriculum, Teaching, and Educational Policy, Degree conferred August, 2005
- Specialization in English education and adolescent literacy
  - Magna Cum Laude
- Dissertation: *Moving Targets: A Critical Discourse Analysis of Literacy, Ideology, and Standards in English Language Arts Teacher Preparation Guidelines*
- Committee: Ernest Morrell (chair), Susan Florio-Ruane, Lynn Fendler, Ellen Cushman

### University of Kansas:

- M.S. Curriculum and Instruction, English Education, Degree conferred August, 2000
- Summa Cum Laude

### Washburn University:

- B.A. English, Degree conferred December, 1993
- Magna Cum Laude

## **PROFESSIONAL WORK EXPERIENCE**

- |              |   |
|--------------|---|
| 2005-present | Assistant Professor of Literacy, Program Chair of Secondary English Education<br>Department of Curriculum and Instruction<br>University of Kentucky |
| 2000-2005    | Graduate Assistant<br>Department of Teacher Education   |

## Michigan State University

- Instructor, TE 401-402, Teaching English to Diverse Learners
- Instructor, TE 301, Learners and Learning Contexts
- Teaching Lab Coordinator, TE 401-402, Teaching English to Diverse Learners
- Field Instructor, Secondary Education, English
- Research Assistant, Preparing Tomorrow's Teachers to Use Technology Grant Project
- Research Assistant, Professor Ernest Morrell, Department of Teacher Education
- Research Assistant, Michigan State University Writing Task Force
- Research Assistant, Professor James Porter, Department of Writing, Rhetoric, and American Culture
- Research Assistant, Assistant Provost for Undergraduate Education June Youatt, Office of the Provost

1997-2000                      Unified School District 290, Ottawa, KS  
Ottawa High School: *English Language Arts Teacher (9-12)*

1995-1997                      Unified School District 330, Eskridge, KS  
Mission Valley High School: *English Language Arts Teacher (9-12)*

## AWARDS AND APPOINTMENTS

### Appointments:

- Higher Education Representative, Kentucky Curriculum and Assessment Reform Enterprise, Kentucky Department of Education (Invited), 2010-present.
  - *KCARE is a project of the Kentucky Department of Education designed to produce the curriculum framework for all grade levels and content areas P-12. As the higher education representative for this project, my role is to collect data, provide research bases about curriculum and policy design, and collaborate in production of the framework itself. The KCARE framework will be completed and submitted for consideration across the state by May, 2011.*
- Higher Education Representative for English Language Arts, Central Kentucky Education Collaborative (Appointed), 2010-present.
  - *CKEC is a collaborative of schools engaged in the design and implementation of professional development for K-12 schools. As their higher education representative for English language arts it is my responsibility to offer expert consultation and facilitate district and regional projects related to the alignment of curriculum and assessment with Kentucky State Standards and the national Core Content Standards Initiative.*

- Task Force Member (Appointed), National Council of Teachers of English Task Force for National Standards in Teacher Education, 2009-present
  - *The NCTE Task Force for National Standards works directly with The National Council for the Accreditation of Teacher Education (NCATE) to develop standards and policies for program accreditation and candidate performance evaluation. I was lead author on the guiding principles document used to formulate and prioritize all standards for use at the national level by NCATE.*
- Evaluator (Appointed), National Council of Teachers of English/National Council for Accreditation of Teacher Education/Educational Testing Service Praxis Examination Standards Alignment Team, 2009-present
  - *Consulted with the Educational Testing Service to ensure that test items for national Praxis examinations for English teacher education aligned with subject area professional organization standards.*
- Chair (Appointed), Conference on English Education Task Force for Political Action in Education Reform, 2007
  - *Led a national team of English educators in the review, analysis, and evaluation of policy literature and research regarding issues in English language arts, literacy, and education reform. Coordinated task force members' activities and synthesized findings and recommendations in a white paper for the Conference on English Education.*

Awards:

- National Council of Teachers of English Janet Emig Award for best article in *English Education* (Runner Up), 2007
- National Council of Teachers of English Edwin M. Hopkins Award for best article published in *English Journal* (Honorable Mention), 2005-2007
- College of Education Continuing Fellowship, Michigan State University, 2004
- Graduate School Summer Acceleration Fellowship, Michigan State University, 2004
- College of Education Continuing Fellowship, Michigan State University, 2003
- Spencer Foundation Research Training Grant, 2003
- Dean's Scholar Fellowship, Michigan State University, 2000-2003
- Wal-Mart Teacher of the Year, Ottawa, KS, 2000

**PUBLICATIONS**

**Books:**

Hall, L. A., Burns, L. D., & Edwards, E. C. (in press). *Empowering struggling readers: Practices for the middle school*. New York: Guilford Press.

**Refereed Articles in National/International Journals:**

Burns, L. D., & Botzakis, S. G. (under review). Using the *Joy Luck Club* to teach core

standards and 21<sup>st</sup> century literacies. *English Journal*.

*English Journal* is the official publication of the Secondary Section of the National Council of Teachers of English. *English Journal* publishes articles and research about aspects of English language arts teaching in secondary schools. The journal has an acceptance rate averaging 11-20%.

Burns, L. D., & Scherff, L. A. (under review). Subject-area professional associations, NCATE, and teacher education policy reform. *Journal of Teacher Education*.

The *Journal of Teacher Education* is published in association with the American Association of Colleges for Teacher Education. It provides a forum for considering practice, policy, and research in teacher education. The journal has an acceptance rate of 5%.

Burns, L. D., Scherff, L. A., & Kirkland, D. (under review). Standards, disciplinary associations, and teacher education: A critical perspective on policy and the Common Core Standards Initiative. *Educational Researcher*.

*Educational Researcher* publishes scholarly articles that are of general significance to the education research community and that come from a wide range of areas of education research and related disciplines. ER aims to make major programmatic research and new findings of broad importance widely accessible. The journal has an acceptance rate averaging 6-10%.

Burns, L. D., & Scherff, L. A. (under review). Teacher education standards and relevant curriculum: Literature as the “humane center” of language arts? *Journal of Literacy Research*.

*The Journal of Literacy Research* is an interdisciplinary journal publishing research related to literacy, language, and schooling from preschool through adulthood. It is the official journal of the Literacy Research Association (formerly the National Reading Conference). The journal has an acceptance rate averaging 6-10%.

Hall, L. A., & Burns, L. D. (2009). Identity development and mentoring in doctoral education. *Harvard Educational Review*, 79(1), 49-70.

The *Harvard Educational Review* is a scholarly journal of opinion and research in education. It provides an interdisciplinary forum for discussion and debate about the field's most vital issues. Since its founding in 1930, *HER* has become one of the most prestigious education journals, with circulation to policymakers, researchers, administrators, and teachers. The journal has an acceptance rate of 5%.

Cantrell, S. C., Burns, L. D., & Callaway, P. (2009). Middle and high school teachers'

beliefs about literacy teaching and learning. *Literacy Research and Instruction*, 48, 76-94.

*Literacy Research and Instruction* is the official journal of the College Reading Association, and publishes articles dealing with research and instruction in reading education and allied literacy fields. It focuses on research about instructional practices and applied or basic research of special interest to reading and literacy educators. The journal has an acceptance rate of 20%.

Burns, L. D. (2008). We are all English teachers: CEL, CEE, and collaborative leadership. *English Leadership Quarterly*, 31(1), 1-3.

English Leadership Quarterly is the official journal of the Conference on English Leadership, an affiliate of the National Council of Teachers of English. *ELQ* publishes research and scholarly articles to inform and support teachers, department chairs, language arts curriculum specialists, and others involved in K-12 language arts education. It has an acceptance rate averaging 21-30%.

Burns, L. D. (2008). Middle schools, relevance, new literacies, and pragmatic research. *Middle Grades Research Journal*, 3(3), 1-28.

*Middle Grades Research Journal* publishes original studies providing both empirical and theoretical frameworks that focus on middle grades education. The journal currently has an acceptance rate of 23%.

Burns, L. D. (2007). A practical guide to political action: Grassroots and English teaching. *English Journal*, 96(4), 56-61.

*English Journal* is the official publication of the Secondary Section of the National Council of Teachers of English. English Journal publishes articles and research about aspects of English language arts teaching in secondary schools. The journal has an acceptance rate averaging 11-20%.

Burns, L. D. (2007). On being unreasonable: NCTE, CEE, and political action. *English Education*, 39(2), 120-145.

*English Education* is the journal of the Conference on English Education (CEE), a constituent organization of the National Council of Teachers of English (NCTE). CEE serves those NCTE members who are engaged in the preparation, support, and continuing education of teachers of English language arts/literacy. The journal typically publishes has an acceptance rate of less than 10%.

### **Other Refereed Articles:**

Burns, L. D., & Morrell, E. (2005). Why critical discourse analysis in literacy research. *54<sup>th</sup> National Reading Conference Yearbook*, 54, 2005, 132-143.

The NRC Yearbook is publishes selected proceedings of the National Reading Association's annual conference via a blind, peer-reviewed editorial process. The Yearbook has an average acceptance rate of 20%.

**Non-Refereed Articles:**

Botzakis, S. G., Burns, L. D., & Hall, L. A. (under review). Going beyond basics to improve adolescent literacy education: A response to the National Institute for Literacy. *Kappan*.

*Kappan Magazine* is the official journal of Phi Delta Kappa. It addresses issues related to K-12 education with a particular focus on how policy affects practice. The journal has a 12% acceptance rate.

**Book Chapters:**

Burns, L. D. (in press). Language education and social justice in English education policy. In s. j. Miller and D. E. Kirkland (Eds.), *Change matters: Critical essays on moving social justice research from theory to policy*. New York: Peter Lang.

Burns, L. D., & Koziol, S. M. (2007). Sexy beast: Irreconcilable differences and the integration of video technology in an English methods course. In P. Mishra, M. J. Koehler, & Y. Zhao, *Faculty development by design: Integrating technology in higher education* (pp. 71-92). Greenwich, CT: Information Age Publishers.

Burns, L. D., & Morrell, E. (2006). Why critical discourse analysis in literacy research? In B. Kozuh, R. Kahn, A. Kozłowska, and P. Kroppe (Eds.), *Description and Explanation in Educational and Social Research* (pp. 67-82). Los Angeles: University of California Los Angeles.

**Conference Proceedings:**

Burns, L. D., Brass, J. J., & Koziol, S. M. (2003). Four lenses for the analysis of teaching: Accelerating the development of expertise in preservice teacher education. In G. Papanikos (Ed.), *Proceedings of the Fifth International Conference on Education*. Athens, Greece: Athens Institute for Education and Research.

**Research Reports:**

Burns, L. D., Fox, D. L., Williams, R. H., Tremmel, R., Sherry, M. B., Mayher, J. S., Spalding, L., & DeBlase, G. L. (2007). *Political action in education reform* (Conference on English Education). Urbana, IL: National Council of Teachers of English.

Burns, L. D., Kirkland, D. E., & Scherff, L. A. (2009). A set of principles regarding the

purpose and characteristics of NCTE standards for teacher preparation (National Council of Teachers of English). Urbana, IL: National Council of Teachers of English.

**Current Research/Publication Projects:**

Burns, L. D. (2010). Assessing students' local knowledge for relevant curriculum in 21<sup>st</sup> century reading instruction. Manuscript in preparation.

Burns, L. D. (2010). Engaging and motivating marginalized readers: Making curriculum relevant for diverse students. Manuscript in preparation.

Burns, L. D. (2010). Disciplinary literacy, English language arts, and relevant curriculum. Manuscript in preparation.

Burns, L. D. (2010). Politics, policy, and local action for reform in reading education. Manuscript in preparation.

**PRESENTATIONS**

**Invited Presentations:**

Botzakis, S. G., Burns, L. D., Hall, L. A., & Moore, D. W. (2008, October). *What teachers should know about adolescent literacy*. Paper presented at the Proliteracy Annual Conference, Little Rock, AR.

Burns, L. D. (2005, November). *Critical discourse analysis*. In S. Florio-Ruane (Chair), *Writing the knowledge of our field: Emergent rhetoric and genre(s) in research by and about teachers of literacy*. Paper presented at the Presidential session of the National Council for Research on Literacy Annual Meeting, Pittsburgh, PA.

Burns, L. D., & Morrell, E. (2004, November). *Critical discourse analysis in literacy research*. Paper presented at the National Reading Conference Annual Convention, San Antonio, TX.

**International:**

Burns, L. D. (2003, June). Four lenses for the analysis of teaching: Accelerating the development of expertise in preservice teacher education. Paper presented at the *Fifth International Conference on Education*, Athens, Greece.

**National:**

Burns, L. D. (Discussant). (2009, November). Literacy policymaking as social activity. In C. Zmach (Chair), *Issues in adolescent literacy policy*. Symposium conducted at the *National Reading Conference Annual Convention*, Albuquerque, NM.

- Burns, L., D. & Botzakis, S. G. (2009, November). *My brother, my enemy: Literature and media in English language arts curriculum*. Paper presented at the National Council of Teachers of English Annual Convention, Philadelphia, PA.
- Burns, L. D., Scherff, L. A., & Botzakis, S. G. (2009, November). *The kids are alright: Making English relevant for 21<sup>st</sup> century youth*. Paper presented at the National Council of Teachers of English Annual Convention, Philadelphia, PA.
- Burns, L. D. (2009, April). *Literary study and 21<sup>st</sup> century literacy education: The case for relevance via teacher education*. Paper presented at the American Educational Research Association Annual Convention, San Diego, CA.
- Burns, L. D., & Scherff, L. A. (2008, November). *Teacher education standards and relevant curriculum: Literature as the center of language arts?* Paper presented at the National Reading Conference Annual Convention, Orlando, FL.
- Burns, L. D. (2008, November). *Shifting standards: NCTE, NCATE, and quality teacher education*. Paper presented at the National Council of Teachers of English Annual Convention, San Antonio, TX.
- Burns, L. D., & Hall, L. A. (2007, November). *The problem of mentoring in doctoral literacy education*. Paper presented at the National Reading Conference Annual Convention, Austin, TX.
- Burns, L. D., & Brass, J. J. (2007, November). *Framing conversations about teaching and English language arts*. Paper presented at the National Council of Teachers of English Annual Convention, New York City, NY.
- Cantrell, S. C., Burns, L. D., & Callaway, P. (2006, November). *Middle and high school content area teachers' beliefs about literacy teaching and learning*. Paper presented at the National Reading Conference Annual Convention, Los Angeles, CA.
- Burns, L. D. (2006, April). *Moving targets: A critical discourse analysis of national teacher preparation standards for literacy and language arts*. Paper presented at the American Education Research Association Annual Convention, San Francisco, CA.
- Burns, L. D. (2006, April). *Moving targets and "effective teaching": A critical discourse analysis of national teacher preparation standards*. Paper presented at the American Education Research Association Annual Convention, San Francisco, CA.
- Burns, L. D. (2005, November). *On being unreasonable: NCTE, accountability reform,*



- and political action*. Paper presented at the National Council of Teachers of English Annual Convention, Pittsburgh, PA.
- Burns, L. D., & Francis, J. (2005, February). *Critical discourse analysis, critical aesthetics, and language arts curriculum*. Paper presented at the National Council of Teachers of English Assembly for Research Mid-Winter Conference, Columbus, OH.
- Burns, L. D. (2004, November). *Unaccounted for: Critical pedagogy, literacy, and English education curriculum standards*. Paper presented at the National Council of Teachers of English Annual Convention, Indianapolis, IN.
- Burns, L. D., & Kirell, L. R. (2004, April). *"The enemy is us?": Using conflicting discourses and contested spaces in teacher education*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Burns, L. D., & Denyer, J. (2004, April). *Metadiscourse and preservice teachers in learning to teach: reinstating complexity and confronting reduction*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Burns, L. D., Flynn, J. E., & Moore, D. (2004, April). *On the institutionalization of diversity: Structure, pedagogy, and the echoes of difference*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Burns, L. D., & Denyer, J. (2004, February). *Metadiscourse and preservice teachers: Reinstating complexity and confronting reduction in learning to teach*. Paper presented at the 25th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.
- Burns, L. D. (2003, November). *Pop life: Popular culture in secondary literature classrooms*. Paper presented at the National Council of Teachers of English Fall Conference, San Francisco, CA.
- Burns, L. D. (2003, February). *"I Wouldn't Use I": Mixed messages in discourse about teaching and respect for students' language in preservice English education*. Paper presented at the 24<sup>th</sup> Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.
- Burns, L. D., & Kirell, L. R. (2002, October). *The other side of the desk: Identity in learning to teach*. Paper presented at the Thomas R. Watson Conference on Rhetoric and Composition, University of Louisville, Louisville, KY.
- Burns, L. D., & Kirell, L. R. (2002, February). *Basements, backseats, and classrooms:*

*Diverse perspectives on identity and the resistance to learning.* Paper presented at the 23<sup>rd</sup> Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

Burns, L. D., & Koziol, S. M. (2002, March). *The use of video and case studies in the training of pre-service English teachers.* Paper presented at the National Council of Teachers of English Spring Conference, Portland, OR.

Burns, L. D., & Nobis, M. K. (2002, March). *Brave new world: The teacher's journey from theory to practice.* Paper presented at the National Council of Teachers of English Spring Conference, Portland, OR.

### **State:**

Burns, L. D. (2002, March). *The other side of the desk.* Paper presented at the Michigan Council of Teachers of English Spring Conference, East Lansing, MI.

Burns, L. D., & Nobis, M. K. (2001, March). *Meeting standards, maintaining choice: Living write in the classroom.* Paper presented at the Michigan Council of Teachers of English Fall Conference, East Lansing, MI.

### **ADVISEES**

#### **Doctoral:**

1. Laura Youngworth – Committee member
2. Angie Madden – Committee member (completed 2009)
3. Emily Piercy – Committee member
4. Collette Jones – Committee member
5. Darrell Musick – Committee member
6. Tommy Craft – Committee member

#### **Masters:**

1. Tom Marshall – Committee member (completed 2007)
2. Tara Wilkinson – Committee member (completed 2007)
3. Nansa Catchings – Committee member (completed 2008)
4. Molly Dabney – Committee member (completed 2008)
5. Somer Davis – Committee member (completed 2008)
6. Rachel Fasciotto – Committee member (completed 2008)
7. Sharon Medley – Committee member (completed 2008)
8. Steve Montgomery – Committee member (completed 2008)
9. Mary Katherine Routt – Committee member (completed 2008)
10. Leen Srouji – Committee member (completed 2010)
11. Janice Johnson – Committee member (completed 2010)

12. Megan Fairchild – Committee member (completed 2010)
13. Donna Sloan – Committee member
14. Markita Mink – Committee member
15. Anelia Shimansky – Committee member

**Undergraduate:**

30+ per semester, 2005-present

**GRANTS**

**Funded:**

Role: Principle Investigator  
Project Title: National Writing Project  
Source: National Writing Project  
Total Award Amount: \$43,000.00  
Award Period: 7/1/2008-6/30/2009  
Location of Project: University of Kentucky

Role: Principle Investigator  
Project Title: Kentucky Writing Project  
Source: Kentucky Department of Education  
Total Award Amount: \$65,000.00  
Award Period: 7/1/2008-6/30/2009  
Location of Project: University of Kentucky

Role: Principle Investigator  
Project Title: National Writing Project  
Source: National Writing Project  
Total Award Amount: \$45,000.00  
Award Period: 7/1/2007-6/30/2008  
Location of Project: University of Kentucky

Role: Principle Investigator  
Project Title: Kentucky Writing Project  
Source: Kentucky Department of Education  
Total Award Amount: \$65,000.00  
Award Period: 7/1/2007-6/30/2008  
Location of Project: University of Kentucky

Role: Principle Investigator  
Project Title: National Writing Project  
Source: National Writing Project  
Total Award Amount: \$45,000.00  
Award Period: 7/1/2006-6/30/2007

Location of Project: University of Kentucky

Role: Principle Investigator  
Project Title: Kentucky Writing Project  
Source: Kentucky Department of Education  
Total Award Amount: \$65,000.00  
Award Period: 7/1/2006-6/30/2007  
Location of Project: University of Kentucky

Role: Research Associate  
Principle Investigator: Susan Cantrell  
Project Title: Expanding Content Literacy in Middle and High Schools  
Source: Kentucky Council on Postsecondary Education Improving Quality Educator Grant  
Total Award Amount: \$200,000.00  
Award Period: April 2005-July 2006  
Location of Project: University of Kentucky Collaborative Center for Literacy Development

Role: Principle Investigator  
Project Title: National Writing Project  
Source: National Writing Project  
Total Award Amount: \$43,000.00  
Award Period: 7/1/2006-6/30/2007  
Location of Project: University of Kentucky

Role: Principle Investigator  
Project Title: Kentucky Writing Project  
Source: Kentucky Department of Education  
Total Award Amount: \$65,000.00  
Award Period: 7/1/2006-6/30/2007  
Location of Project: University of Kentucky

Role: Principle Investigator  
Project Title: National Writing Project  
Source: National Writing Project  
Total Award Amount: \$43,000.00  
Award Period: 7/1/2005-6/30/2006  
Location of Project: University of Kentucky

Role: Principle Investigator  
Project Title: Kentucky Writing Project  
Source: Kentucky Department of Education  
Total Award Amount: \$37,800.00  
Award Period: 7/1/2005-6/30/2006  
Location of Project: University of Kentucky

Role: Co-Principle Investigator  
Project Title: Using Digital Video to Accelerate Preservice Teacher Development  
Source: Michigan State University and US Department of Education  
Preparing Tomorrow's Teachers to Use Technology Grant  
Total Award Amount: \$20,000  
Award Period: 8/1/2002-5/30/2003

Role: Co-Principle Investigator  
Project Title: Using Digital Video to Accelerate Preservice Teacher Development  
Source: Michigan State University and US Department of Education  
Preparing Tomorrow's Teachers to Use Technology Grant  
Total Award Amount: \$20,000  
Award Period: 8/1/2001-5/30/2002

## **SERVICE**

### **National:**

Conference on English Education Nominating Committee (Responsible for identifying and nominating Executive Committee members), 2008-2009

Co-chair, National Reading Conference Area 4: Literacy Assessment, Evaluation, and Policy, 2007-2009

Invited Participant, Conference on English Education Second Policy Summit, Lake Forest College, Illinois; Strand 1: The Role of English Educators in Teacher Education Reform, 2007

Conference on English Education Commission on Teacher Candidate Assessment, 2006-present

National Reading Conference Area 6 proposal reviewer (adolescent literacy), 2005-present

Co-founder, Conference on English Education Graduate Student Strand, National Council of Teachers of English, 2005

Conference on English Education Commission on Methods, 2002-present

### **Editorial:**

Reviewer, *Journal of Literacy Research*, 2010-present

Reviewer, *Research in the Teaching of English*, 2008-present

Editorial Review Board Member, *Middle Grades Research Journal*, 2007-2009

Reviewer, *Middle Grades Research Journal*, 2007-present

Reviewer, *English Education*, 2004-present

Reviewer, *American Educational Research Journal*, 2004-present

**University:**

Teacher Leader Master's and Planned Fifth-Year Rank II Programs Steering Committee, 2008-present

College of Education Social Welfare Committee, 2007-2009

University of Kentucky Department of Curriculum and Instruction, Department Chair Search Committee, 2007

University of Kentucky NCATE Standard 5 Committee, 2007

National Council for the Accreditation of Teacher Education, University of Kentucky College of Education exemplar for program design, diversity, literacy, and candidate assessment, 2007

National Council for the Accreditation of Teacher Education, University of Kentucky College of Education exemplar for literacy, 2007

National Council for the Accreditation of Teacher Education, University of Kentucky College of Education exemplar for diversity, 2007

National Council for the Accreditation of Teacher Education, University of Kentucky College of Education exemplar for candidate assessment, 2007

University of Kentucky Masters with Initial Certification Program Coordinator Search Committee, 2006-2009

Director, University of Kentucky Bluegrass Writing Project, 2005-2009

University of Kentucky Literacy Faculty Search Committee, 2005-2006

Co-Founder, Michigan State University Praxis Group in English Education, 2004-2006

Reviewer, Michigan State University Spencer Research Training Grant, Small Grants Program, 2004

## **Community Engagement:**

Director, Bluegrass Writing Project, 2005-2009

- *As Director of the BGWP, I was responsible for recruiting K-12 teachers from across all content areas to participate in professional development programs for improved writing instruction in local classrooms. I developed partnerships with local school districts, particularly Fayette and Franklin County Public Schools, and the Carnegie Center for Literacy and Learning to design, implement, and oversee teacher professional development. Many teachers participating in these programs went on to enroll in BGWP's formal summer course at the University of Kentucky, EDC 730/ENG 771, The Teaching of Writing, and to enroll in University of Kentucky graduate-level degree programs.*

## **TEACHING EXPERIENCE**

### Graduate Courses:

EDC 618: Advanced Studies in the Teaching of Reading  
University of Kentucky, Summer 2005

EDC 635: English Pedagogy in the Secondary School  
University of Kentucky, Fall 2005, 2006, 2007, 2008, 2009

EDC 730: Foundations of Pedagogical Theory  
University of Kentucky, Fall 2005, 2006, 2009

EDC 746: Practice in the Secondary School  
University of Kentucky, Spring 2005, 2006, 2007, 2008, 2009, 2010

EDC 730: Special Topics in Literacy: Seminar in Multiliteracies Pedagogies  
University of Kentucky, Summer 2006

EDC 730/ENG 771: The Teaching of Writing  
University of Kentucky, Summer 2005, 2006, 2007, 2008

### Undergraduate Courses:

EDC/ENG 509: Writing for Teachers  
University of Kentucky, Fall 2007, 2008

TE 401: Teaching English to Diverse Learners  
Michigan State University, Fall 2001, 2002, 2003

TE 301: Learners and Learning Contexts  
Michigan State University, Spring 2002, 2003

**PROFESSIONAL MEMBERSHIPS**

National Council of Teachers of English, 1993-present

Conference on English Education, 2000-present

Conference on English Leadership, 2007-2008

National Reading Conference/Literacy Research Association, 2004-present

National Writing Project, 2005-2009

American Educational Research Association, 2000-present