

Monica Thomas Billen
Literacy, Early, Bilingual Special Education
Kremen
Early Childhood
mbillen@csufresno.edu

Academic Degrees: *(Include teaching credentials, if any)*

Degree	Institution	Area of Emphasis
PhD	The University of Tennessee	Literacy
MA	Brigham Young University	Teacher Education
BA	Brigham Young University	Elementary Education

Professional Experience:

Dates	Position/Institution
August. 2015- current	Faculty, California State University, Fresno
2010-2015	Graduate Assistant, The University of Tennessee
2008-2010	Graduate Assistant, The University of Tennessee
2007-2010	Teacher, Alpine School District
2006-2007	After School Coordinator, Provo School District

Faculty and Administrative Load: *(Should total 12 units each semester)*

<u>Fall 2018</u>		<u>Spring 2019</u>	
LEE 158	3	LEE 232	3
LEE 158	3	LEE 158	3
LEE 241	3	LEE 166	3
		LEE 298B	2.5
		C&I 298A	0.5

Community Service

Dates	Organization	Activity/Accomplishments
2017- current	Light and Literacy	<ul style="list-style-type: none"> • Advised and organized books translated into Native Q̄chi language • Organized solar powered lights to be used in village • Gathering stories from native children to be bound and given to children in village

2019- current	Children Services Network	â€¢ Advised board on early literacy practices
2017-2018	Moroccan Khenifra Preschool Project	â€¢ Advised group of individuals on appropriate practices for children birth to 5 â€¢ Organized developmentally appropriate products for children in Morocco
November, 2017	Jared Box Project-	â€¢ Organized and collected hundreds of play based and literacy items for children in hospital settings.
2017	Marjaree Mason Center project- August, 2017	â€¢ Organized and collected crayons, paper, coloring pages, and book bags for children

University/School Service

Dates	Committee	Activity/Accomplishments
2019-Current	Student Ratings for Instruction Committee	Developed new evaluation tool for Fresno State instructors
2019- Current	Research Committee	Organize research symposiums for the college
2017- Current	Technology Committee	Approve technology purchases for the college
2015- Current	Multiple Subject Committee	Reorganize multiple subject program
2015- Current	Early Childhood Education	Make decisions for ECE program

Professional Association Memberships

Dates	Association/Organization	Role
2015- Current	Literacy Research Association	Member
2017-2019	AERA	Member
2016-2019	NAEYC	Member

Publications (Selected)

Billen, M. T., Soltero-Lopez, A., Hart, S. M., Wahleithner, J., Horsley, H., Alamillo, L. (2021). If we want culturally sustaining teachers, we must be culturally sustaining teacher educators: Modeling culturally sustaining pedagogy in a teacher education residency program. In S. L.

- Hartman & S. R. Helfrich (Eds.), *Exemplary Clinical Models of Teacher Education*. Information Age Publishing.
- Billen, M. T., Ward, N., DeHart, J., Yang, S., Moran, R., (2021). *StoryVisualizer by LEGO Education: Using Digital Storytelling to Integrate STEM and Literacy*. In L. Haas & J. Tussey (Eds.) *Connecting Disciplinary Literacy and Digital Storytelling in K-12 Education*. IGI Global.
- Billen, M. T. (2021). #learningtoreflect: Preservice teachers reflections on Instagram. *Educational Renaissance*
- Maguet, M. L., Morrison, T. G., Wilcox, B., Nixon, R. S., & Billen, M. T. (2020). *Identifying Elements of Voice in First-grade Science Writing*. *Reading Psychology*, 1-18.
- Billen, M. T. (2019). *Interest and Inquiry: Using self-selected topics to encourage student inquiry*. *Tennessee Literacy Journal*, 1(1).
- Moran, R., Keith, K., & Billen, M. (2016). *Teaching toward social justice using text sets as mirrors and windows for local, national, and global issues*. In L. Nganga & J. Kambutu, *Social Justice Education, Globalization, and Teacher Education*. Information Age Publishing, 95-122
- Allington, R. L., Billen, M. & McCuiston, K. (2015). *The potential impact of the Common Core State Standards on reading volume*. In P.D. Pearson and E. H. Hiebert (Eds). *Research Based Practices for Teaching Common Core Literacy*. Teachers College Press.
- Allington, R. L., Billen, M. T., & McCuiston, K. (2015). *What research says about text complexity and learning to read?* *The Reading Teacher* (68)7, 491-501.
- Moran, R. R. & Billen, M. T. (2014). *The reciprocal relationship of reading and writing: A practical approach*. *Georgia Educational Research Association Journal*.
- Billen, M. T. & Moran, R. (2014). *Screencasts*”The integration of reading, writing, and technology. In K. Pytash, R. Ferdig (Eds.), *Best Practices in Literacy Technology*, Solution Tree.

Papers and Presentations (Selected)

- Billen, M. T., Soltero-Lopez, Hart, S.,(In Review) *Examining influences on preservice teachers’™ culturally sustaining literacy pedagogy and practice*. Paper session submitted in a meeting of the American Association of Educational Research Association.
- Billen, M. T., Soltero-Lopez, Hart, S.,(2019, December). *Examining influences on preservice teachers’™ culturally sustaining literacy pedagogy and practice*. Paper session presented in a meeting of the Literacy Reading Association: Tampa, FL.
- Billen, M. T., Hart, S., Soltero-Lopez, A. (March, 2019). *Using avatars to elicit teacher beliefs*. Poster session presented in a meeting at the California State University Symposium.
- Billen, M. T., Coy, K. (2019, accepted). *Using Instagram as a medium for student stories*. Paper session accepted to a meeting of the International Society of Technology in Education.
- Billen, M. T. (2017, December). *Using Snapchat to bridge theory and practice: Preservice teachers’™ reflections on elementary literacy practices*. Round Table session presented in a meeting of the Literacy Research Association: Tampa, FL.
- Billen, M. T. (2016, December). *A picture is worth a thousand words: Instagram photos of elementary literacy instruction*. Paper session presented in a meeting of the Literacy Reading Association: Nashville, TN.
- Billen, M. T. (2015, December). #Frustrated #Sad #RefuseToLetThemFail: *Preservice Teachers’™ Photographic Reflections on Instagram*. Paper session presented in a meeting of the Literacy Reading Association: Carlsbad, CA.

- Billen, M. T. (2014, December). Beyond journals and blogs: Using Instagram to elicit preservice teacher reflection. Paper session presented in a meeting of the Literacy Reading Association: Marco Island, FL.*
- Moran, R., Hong, H., Keith, K., Gray-Dowdy, A. & Billen, M. T. (2014, December). Participant-driven photo elicitation: One pathway to understanding English Language Arts Common Core Implementation. Round table session presented in a meeting of the Literacy Reading Association: Marco Island, FL.*
- Allington, R. A. & Billen, M. T. (2014, May). Will harder texts improve students'™ reading achievement. Paper session presented in a meeting of the International Reading Association International Reading Association: New Orleans, LA.*
- Billen, M. T. & Moran, M. R., (2014, May). The Reading and Writing Connection: Bridging Two Reciprocal Content Areas in Order to Expand Literacy Learning in the Elementary School Classroom. Paper session presented in a meeting of the International Reading Association International Reading Association: New Orleans, LA.*
- Moran, R., Fisher, S., Hong, H., Keith, K., & Billen, M. (2014, May). Photo-ethnography: A Pathway to Understanding One Policy Implementation. Paper session presented in a meeting of the International Congress of Qualitative Inquiry: Urbana-Champaign, IL.*
- Billen, M. T. & Moran, M. R., (2014, May). Paper session presented in a meeting of the International Reading Association.*

Grants and Research

Dates	Activity/Agency	Amounts
2020	CSU Fresno	3,500
2019	CSU Fresno	3,500
2018	CSU Fresno	2,000
2017	CSU Fresno	2,000

Collaborative Works/Projects (with public schools, community agencies, etc.)

A New Model for Teacher Education

In Summer 2018, Dr. Steve Hart and I discussed some things that we were noticing about the credential program and credential candidates. We decided to develop a study to better understand teacher candidates'™ literacy and culturally sustaining beliefs and pedagogies. We approached Dr. Soltero-Lopez about working with us.

As part of our research, we developed a new model for teacher education and began implementation in Summer 2019

The new model included 3 faculty coteaching courses and looping with a group of teacher candidates over a 3 semester program

We worked closely with Fresno Unified in developing the program.

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

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Professional Development

Fresno Unified Teacher Training, Spring 2019

-Planned and led professional development for mentor teachers about culturally sustaining pedagogy

Fresno Unified Teacher Training, Fall 2019

- Planned and led professional development for mentor teachers about project based learning

Sanger Unified Mentor Teacher Training, Fall 2019

- Planned and led professional development for mentor teachers about service learning

Honors (Optional)