

Curriculum Vitae

Monica T. Billen
Assistant Professor
California State University, Fresno

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EDUCATION

The University of Tennessee

Degree: Doctor of Philosophy in Education, 2015
Concentration: Literacy Studies
Emphasis: Reading Education
Cognate: Educational Psychology
Certificates: Evaluation, Statistics, and Measurement, 2013
Qualitative Research Methods in Education, 2015
Dissertation: *#Learningtoteach: Using Instagram to Elicit Preservice Teacher Reflection*
American Association of Colleges of Teacher Education
Outstanding Dissertation Award, 2015

Brigham Young University

Degree: Master of Arts in Teacher Education, 2010
Thesis: *The Nature of Classroom Physical Environments and Instruction that Foster Writing* (Published in the Association of Literacy Educators and Researchers Yearbook)

Degree: Bachelor of Arts, 2008
Major: Elementary Education

TEACHING LICENSURES

- Elementary Education License 1-8, Utah
- Reading Specialist Certification, K-12th grade, Tennessee

SCHOLARLY PUBLICATIONS

Billen, M. T., Lopez, A. K. Hart, S. M., Waleithner, J. M., Horsley, H. L., Alamillo, I., (2023). If we want culturally sustaining teachers, we must be culturally sustaining teacher educators. In S. R. Helfrich, S. L. Hartman (Eds). *Exemplary clinical models of teacher education*.

Moran, R. R., Ward, N. A., **Billen, M. T.**, Wood, L., & Yang, S. (2023). Digital and virtual book clubs: Breaking the boundaries of restrictive literacy practices. *Innovations in digital instruction through virtual environments*. 236-251

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Billen, M. T., Ward, N. A., DeHart, J. D., Moran, R.R., & Yang, S. (2022). Flipping the script of “official knowledge” through multimodal composition. *Kappa Delta Pi Record* 58(2), 92-94.

Billen, R. & **Billen, M. T.**, (2022). A bioecological view of culturally sustaining pedagogy. *Educational Renaissance* 11(1), 1-16.

Billen, M. T., Ward, N., DeHart, J., Yang, S., Moran, R., (2021) Flipping the script of “official knowledge” through multimodal composition. *Kappa Delta Pi Record*

Morrison, T. G., Wilcox, B., McDonald, A., **Billen, M. T.**, (2021) Improving children’s reading comprehension by teaching inferences. *Reading Psychology*.

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. (2020). #learningtorelect: Preservice teachers’ reflections on Instagram. *Educational Renaissance* 9(1).

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. Kamutu, *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.

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Moran, R. R. & **Billen, M. T.** (2013). Poetry: A remedy in the quest for fluency. *Louisiana Reading Association Journal*.

Billen, M. T. & Allington, R. L. (2013) An evidence-based approach to response to intervention. In D. M. Barone & M. H. (Eds.), *Best Practices in Early Literacy*.

Gabriel, R., Allington, R. L., & **Billen, M.** (2012). Middle schoolers and magazines: What teachers can learn from students' leisure reading habits. *Clearinghouse*, 85(5), 186-191.

Gabriel, R., Allington, R. L., & **Billen, M.** (2012). Background knowledge and the magazine reading students choose. *Voices from the Middle*, 20(1), 52-57.

Simmerman, S., Harward, S., Pierce, L., Peterson, N., Morrison, T., Korth, B., **Billen, M.**, & Shumway, L. (2012). Elementary teachers' perceptions of process writing. *Literacy Research and Instruction*, 51, 1-16.

Wilcox, B., Morrison, T.G., & **Billen, M. T.** (2011). Fifty years of literacy research and instruction: 1861-2011. *Literacy Research and Instruction* 50(4), 313-326.

Billen, M. T., Wilcox, B., Bahr, D., Shumway, J., Korth, B., Yates, E., & Morrison, T. G. (2011). Instruction and physical environments that support writing instruction. ALER Yearbook.

SUBMITTED MANUSCRIPTS

Billen, M. T., & Allington, R. L. (revised and resubmitted). If they don't connect to the text, how they gonna read much, and how they ever gonna get good? *Reading and Writing Quarterly: Overcoming Learning Difficulties*.

PROFESSIONAL EXPERIENCE

Associate Editor, *Frontiers in Education*

- Organized group of 12 editors
- Managed publication reviews
- Designed special issues

Assistant Professor, *Literacy, Early, Bilingual, Special Education Department* 2015-Current

California State University, Fresno

- Created, organized, and led literacy courses for credential students
- Designed literacy course for master's degree in early childhood education
- Supervised and mentored pre-service teachers
- Collaborated with local school districts and in-service teachers
- Worked with faculty on various committees
- Principle Investigator in teacher education research

Graduate Coordinator, *Literacy, Early, Bilingual, Special Education Department*

2015-16

California State University, Fresno

- Mentored graduate students through master's degree
- Organized and developed student orientations
- Led graduate comprehensive exam
- Mentored students through a master's project

**Graduate Research Assistant, Department of Theory and Practice in Teacher Education
2010-2014**

The University of Tennessee

- Research assistant to Richard Allington
- Coauthored papers and book chapters
- Conducted literature reviews

**Instructor, Department of Theory and Practice in Teacher Education
2010-2014**

Reading Education 430, The University of Tennessee

- Designed, organized and taught Reading Education 430 for eight semesters for undergraduate and graduate students enrolled in education master's program and seeking TN licensure
- Taught introductory reading course that focused on basic elements of literacy instruction such as comprehension, fluency, and phonics.

June-July, 2014

Reading Education 537, The University of Tennessee

- Designed, organized and taught a graduate level reading assessment course for various graduate level students including, educational psychology doctoral students and education master's students
- Taught advanced reading assessment course that focused on utilizing reading assessments
- Lead and managed reading assessment case studies for various struggling students from the community

June-July, 2013

Reading Education 530, The University of Tennessee

- Designed, organized and taught a hybrid (online and face-to-face) graduate level reading course for practicing teachers seeking master's degree in reading and literacy specialist license
- Taught advanced reading education course that focused on both theoretical (e.g., transactional theory) and practical elements (e.g., reading comprehension) of reading.

**Teacher Mentor/Supervisor, Anderson County Schools
2012- 2014**

Anderson County, Tennessee

- Mentored, observed, and evaluated 28 teacher interns in three elementary schools in grades ranging K-5
- Observed interns on a weekly basis at their assigned school site
- Provided feedback on multi-subject instructional practices
- Completed Tennessee Education Assessment Model (TEAM) evaluations, including pre conference, lesson plan feedback, lesson evaluation, and post conference
- Served on The University of Tennessee Admission Board Fall 2012 and Spring 2013 and interviewed prospective teacher education master's degree candidates
- Trained in edTPA licensing assessment and mentored interns throughout process

Co-Instructor, Department of Theory and Practice in Teacher Education

2012-2014

TPTE 574, 591, The University of Tennessee

- Facilitated master's degree students action research projects
- Taught various education related topics including but not limited to, classroom management, differentiation, assessment, lesson planning, critical thinking and problem solving
- Coached various action research topics including but not limited to, literature reviews, APA guidelines, and action research methodology.

Reading Therapist, The Reading Center

2011- 2013

Knoxville, Tennessee

- Assess (using standardized and dynamic forms of assessment), plan, and implement reading instruction for K-12 children with developmental and learning disabilities in East Tennessee.

Teacher Assistant, Department of Theory and Practice in Teacher Education

January-May, 2013

Reading Education 602, The University of Tennessee

- Assisted Anne McGill-Franzen in managing a doctoral level course focusing on reading disabilities
- Evaluated and provided feedback for 8 doctoral students' coursework

Graduate Teaching Assistant, Department of Theory and Practice in Teacher Education

2010- 2012

The University of Tennessee

- Conducted research on adolescent magazine reading under the direction of Dr. Richard Allington
- Conducted additional research on teacher beliefs, poetry, teacher evaluation systems, social justice in children's literature, writing instruction, and teacher preparation programs

College Teaching Intern, Department of Theory and Practice in Teacher Education

Spring 2011

Reading Education 430, The University of Tennessee

- Shadowed and consulted weekly with established Reading professors, Dr. Amy Broemmel and Dr. Colleen Gilrane

Teaching Assistant, Department of Theory and Practice in Teacher Education

Spring 2011

Reading Education 529, The University of Tennessee

- Assisted Anne McGill-Franzen in managing a master's degree level hybrid course focusing on the development of and teaching strategies for emergent literacy learners which involved both online interaction and face-to-face meetings
- Evaluated and gave feedback to 30 master's level students' coursework

Fifth Grade Teacher, Meadow Elementary School

2009-2010

Lehi, Utah

- Designed and implemented Utah Standard lesson plans in Language, Mathematics, Social Studies, Science, and Health Education for 28 students
- Lead "Modified Extended Day" literacy program
- Conducted research on teacher mentoring

Fifth Grade Mentor Teacher, Meadow Elementary School

2009-2010

Lehi, Utah

- Coached and mentored a student teacher in classroom
- Mentored, observed, and evaluated student teacher

Research Assistant, Department of Teacher Education

2008-2010

Brigham Young University, Provo, UT

- Created teacher, pre-service teacher, and environment surveys, organized and facilitated observer trainings, conducted participant interviews, analyzed qualitative and quantitative data, wrote proposals, and presented at research conferences.

Third Grade Teacher, Meadow Elementary School

2007-2008

Lehi, Utah

- Led, managed, and organized classroom as a first-year teacher and BYU Intern
- Designed and implemented Utah Standard lesson plans in Language, Mathematics, Social Studies, Science, and Health Education for 26 students
- Led “Modified Extended Day” literacy program

Visiting Teacher, Colwill Elementary School

January 2007-May 2007

Auckland, New Zealand

- Performed first-grade level classroom instruction
- Designed and implemented daily lesson plans for 27 students

Program Instructor, Grandview Elementary School

2005-2006

Orem, Utah

- Operated after-school program for 30 at-risk first-graders
- Planned curriculum and activities in science and literacy

- Curriculum and Instruction 162: Understanding Children Learning and Development, *California State University, Fresno*
- Literacy Early Education 169: Inquiry and Puzzles of Practice, *California State University, Fresno*
- Curriculum and Instruction 298A: Projects: Masters of Educations
- Literacy Early Education 158, 159, 166 (Literacy, Language, Culture through Inquiry), *California State University, Fresno* (2 sections, 2 semesters)
 - Cotaught three courses with Dr. Hart and Dr. Soltero- Lopez
- Literacy Early Education 166 (Disciplinary Literacy), *California State University, Fresno* (1 section, 2 semester)
- Literacy Early Education 241 (Fieldwork in Early Childhood Education), *California State University, Fresno* (1 semester, 1 section)
- Literacy Early Education 158 (Literacy Foundations K-8), *California State University, Fresno*, (8 sections, 5 semesters)
- Literacy Early Education 177 (Teaching Reading and the Arts in K-3), *California State University Fresno*, (6 sections, 4 semesters)

- Literacy Early Education 232 (Literacy in Early Childhood Education), *California State University Fresno*, (4 sections, 4 semesters)
- Education Human Development 178 (Fieldwork Supervision), *California State University Fresno*, (5 semesters)
- Literacy Early Education 298b (Early Childhood Education Master's Project), *California State University Fresno*, (3 semester)
- Reading Education 537 (Diagnosis and Correction of Classroom Reading Problems), *The University of Tennessee*, (one semester).
- Reading Education 530- (Teaching Reading in the Elementary School), *The University of Tennessee*, (one semester).
- Reading Education 430 (Elementary and Middle School Developmental Reading Instruction), *The University of Tennessee*, (8 semesters).
- Theory and Practice in Teacher Education 574 (Professional Internship), *The University of Tennessee*, (two semesters, co-taught).
- Theory and Practice in Teacher Education 591 (Clinical Teaching in the Elementary Classroom), *The University of Tennessee*, (two semesters, co-taught).

SCHOLARLY PRESENTATIONS

Billen, M. T., Hart, S. M., Soltero-Lopez, A., Salinas, J. (December, 2020) Using visual metaphors and narratives to examine elementary preservice teachers' culturally sustaining literacy pedagogy and practices. Paper presented at meeting of The Literacy Research Association.

Ward, N., Moran, R., **Billen, M. T.**, Hart, S. M., Soltero-Lopez, A. (December, 2020). We sustain what we love": Culturally sustaining pedagogy at work in literacy teacher education coursework. Paper presented at meeting of The Literacy Research Association.

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.
- Allington, R., **Billen, M. T.**, & McCuiston, K. (2013, December). What do we know about the effects of text difficulty on learning to read? Paper session presented in a meeting of the Literacy Research Association, Dallas, TX.
- Billen, M. T.** (2013, December). PIRLS and PISA: A document analysis of international assessments' websites. Round table session presented in a meeting of the Literacy Research Association, Dallas, TX.
- Billen, M. T.** (2013, December). Who is a "struggling reader"?: A collection of case studies. Discussant in an alternative session in a meeting of the Literacy Research Association, Dallas, TX.
- Billen, M. T.**, & Moran, R. (2013, October). *Practically implementing technology into literacy instruction*. Paper presented in a meeting of the Tennessee Council of Teachers of English, Gatlinburg, TN.
- Billen, M. T.** (2013, March). *PIRLS and PISA: The who, what, where, and why of international assessments*. Paper presentation presented at the College of Health and Human Sciences Research Colloquium, Knoxville, TN.
- Billen, M. T.** (2012, December). *Teachers' beliefs, knowledge, and literacy practices: A comparison of teachers in New Zealand and Teachers in the United States*. Poster presented

in a research meeting at The University of Tennessee, Knoxville, TN.

Billen, M. T. (2012, December). *Preservice Teachers' Literacy Preparedness as a Result of Participating in the Teacher Education Program at The University of Tennessee*. Poster presented in a research meeting at The University of Tennessee, Knoxville, TN.

Billen, M. T., & Moran, R. (2012, October). *Social justice and children's literature*. Paper presented in a meeting of the Georgia Education Research Association, Savannah, GA.

Gilrane, C. P., Broemmel, A. D., **Billen, M. T., & Moran, R.** (2012, February). *Imagining teacher education practices that help all learners learn, including future teacher educators*. Alternative format accepted to be presented in a meeting of the American Association of Colleges for Teacher Education, Chicago, IL.

Gilrane, C. P., Broemmel, A. D., **Billen, M. T., & Moran, R.** (2011, December). *Mentoring doctoral students via internship: Widening the circle of preservice teacher education*. Alternative format accepted to be presented in a meeting of the Literacy Research Association.

Gabriel, R., Allington, R., & **Billen, M. T.** (2011, December). *Magazines and middle-schoolers: The results of a longitudinal study*. Paper session presented in a meeting of the Literacy Research Association, Jacksonville, FL.

Gabriel, R., Allington, R., & **Billen, M. T.** (2010, December). *Leveling magazines: Considerations for selecting and using magazines in middle school classrooms and libraries*. Paper accepted to be presented in a meeting of the Literacy Research Association, Fort Worth, TX.

Billen, M.T., Morrison, T. G., Wilcox, B., & Shumway, J. B., (2010, November) *Instruction and physical environments that support process writing in elementary classrooms*. Paper session presented in a meeting of the Association of Literacy Educators and Researchers, Omaha, NE.

Morrison, T.G., Wilcox, B., **Billen, M.T., & Shumway, J.B.,** (2010, May). *The nature of elementary writing instruction in classrooms in eight western school districts*. Roundtable accepted to be presented in a meeting of the American Educational Research Association, Denver, CO.

Wilcox, B., Korth, T., & **Billen, M.T.,** (2010, May). *How elementary teachers organized resources for writing instruction*. Poster accepted to be presented in a meeting of the International Reading Association, Chicago, IL.

Morrison, T.G., Wilcox, B., **Billen, M.T., & Shumway, J.B.,** (2009, April). *The state of elementary writing instruction in eight western school districts*. Paper presented in a meeting of the Association of Literacy Educators and Researchers 53rd Annual Meeting, Charlotte, NC.

Wilcox, B., Morrison, T.G., **Billen, M.T., & Shumway, J.B.,** (2009, March). *The state of elementary writing instruction in eight Utah school districts*. Paper presented at a meeting of the Utah Association of Teacher Educators, Salt Lake City, UT.

Morrison, T.G., Wilcox, B., **Billen, M.T., & Shumway, J.B.,** (2009, December). *Perceptions of elementary pre-service and in-service teachers about writing instruction*. Roundtable presented in a meeting of the National Reading Conference, Albuquerque, NM.

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Morrison, T.G., Wilcox, B., **Billen, M.T.**, & Shumway, J.B., (2009, December). *The nature of classroom environments that support elementary writing instruction*. Roundtable presented in a meeting of the National Reading Conference, Albuquerque, NM.

Billen, M. T., Shumway, J.B., Workman, W., Ralph., M., & Hanks. J., (2009, October). *Teacher identity and educational reform*. Symposium presented in a meeting of the Northern Rocky Mountain Education, Jackson Hole, WY.

GRANTS

Submitted February, 2018, (unfunded) *Piecing the Puzzle Together: A Research Practice Partnership for Understanding Cross-Sector Early Learning Support Systems in Fresno County*. Fresno County grant, \$110,000.

Submitted January, 2013, (unfunded). *A mixed methods study of teachers in New Zealand and teachers in the United States*. AERA dissertation grant, \$20,000.

Submitted November, 2012, (unfunded). *Teachers in New Zealand and Teachers in the United States: Similarities and differences of literacy beliefs, knowledge, and instruction*. Elva Knight, International Reading Association, \$8,000.

INVITED PRESENTATIONS

- Invited to present current field of literacy to philanthropic group meeting to ameliorate village in Guatemala (Fall, 2017)
- Invited to present children's literature books and literacy strategies (Fall, 2016)
- Invited to present how to incorporate technology into literacy practices at the meeting of the Smoky Mountain Reading Council (Fall, 2013)
- Invited to present how to use iPad apps in writing instructions, *The University of Tennessee*, (Fall, 2013)
- Invited to present research on international assessments at university research colloquium, *The University of Tennessee* (Spring, 2013)
- Invited to present classroom management techniques, *The University of Tennessee* (Fall, 2012)
- Invited to present literacy case study, *The University of Tennessee* (Fall, 2012)
- Invited to speak to Knoxville area mothers about literacy and reading in the home, (Fall, 2011)
- Invited to speak to graduate students about teacher metaphors, (Fall, 2009)
- Invited to present research poster at Brigham Young University research colloquium, (Fall, 2009)

AWARDS

- Research Award, 2014, 2017, 2019, 2020 *California State University, Fresno*
- AACTE Outstanding Dissertation Award, 2015, *American Association for Colleges of Teacher Education*
- College-wide research recognition award, 2013, *The University of Tennessee*
- Third place award, outstanding program evaluation, 2012, *The University of Tennessee*
- Nominated to be a member of The Dean's Advisory Board, *The University of Tennessee*
- Kellie McGarrh Award, 2010, 2011, 2012, *The University of Tennessee*
- Graduate Student Senate award, 2011, 2012, 2013, *The University of Tennessee*
- Research presentation grant recipient, 2009, *Brigham Young University*
- Research Assistant Award, 2009, *Brigham Young University*

- Safehands Educational award, 2007

AREAS OF RESEARCH INTEREST

- Preservice teacher development
- Preservice teacher reflection
- Photo elicitation
- New literacies
- International literacy comparisons
- International assessments
- Teacher education programs
- Teacher Beliefs
- Teacher preparation and professional development
- Reading instruction
- Family Literacy

PROFESSIONAL SERVICE

Frontiers in Education, Associate Editor 2020- Current

- Organized special issue topics for journal
- Organize and monitor peer review process
- Enlist 12 reviewers to review multiple articles

Child Services Network, Board Member, 2019- Current

- Advised board on funding, early literacy practices, and fundraising

Literacy and Light, 2017- Current

- Advised and organized books translated into Native Q'eqchi' language
- Organized solar powered lights to be used in village
- Gathering stories from native children to be bound and given to children in village

Moroccan Khenifra Preschool Project, 2017- 2018

- Advised group of individuals on appropriate practices for children birth to 5
- Organized developmentally appropriate products for children in Morocco

Jared Box Project- November, 2017

- Organized and collected hundreds of play based and literacy items for children in hospital settings.

Marjaree Mason Center project- August, 2017

- Organized and collected crayons, paper, coloring pages, and book bags for children

Fresno American Indian Health Project (FAIHP)- Fall 2016

- Weekly tutoring elementary students in reading and writing.

Volunteer, 2010- Present

- Reading and literacy tutor for at-risk youth

Dean's Graduate Student Advisory Board, 2012-2013

- Met with the Dean of the college to discuss student needs
- Organized university research colloquium
- Prepared and organized college fundraisers
- Identified areas of college in need of funds

Admission Board Panel Member, 2012-2013

- Joined tenure faculty to determine master's level students acceptance to the teacher education program
- Held interviews for applicants
- Analyzed applicants resume, GPA, and written application statements

Volunteer, 2009

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- Family H.O.P.E. Project, Brigham Young University Counseling and Special Education, Provo, UT

Volunteer, November 2006

- Haitian Orphan Project, Provo, UT

Music Teacher, 1998-2005

- Hmong Children's Group, *Fresno, CA*
- Developed and implemented weekly after school music lessons

PROFESSIONAL AFFILIATIONS

- Central California Association for the Education of Young Children (CCAAYC)
- National Association for the Education of Young Children
- Literacy Research Association
- American Educational Research Association
- Northern Rocky Mountain Educational Research Association
- International Literacy Association