

VITA

Steven Michael Hart, Ph. D.

Professor

Department of Literacy, Early, Bilingual & Special Education

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EDUCATION

University of South Florida, Tampa, FL

Ph.D. in Curriculum & Instruction, emphasis in Reading Education, December 2005

Dissertation: "Service-Learning Literacies: Lessons Learned from Middle School Youth"

Advisors: Dr. James R. King and Dr. Susan Homan

College of William and Mary, Williamsburg, VA

Master of Arts in Reading, Language, and Literacy Development, June 1997

Kutztown University, Kutztown, PA

Bachelor of Science in Elementary Education, Minor in Reading Instruction, May 1993.

Certifications:

- **California State University Quality Online Learning & Teaching Reviewer**
- **California Cross-Cultural Language & Academic Development (CLAD)**
- **California Multiple Subject Teaching Credential (K-12)**
- **Virginia Reading Specialist (K-12) Endorsement**
- **Pennsylvania K-6 Elementary Education Certificate**

Awards

- **2019-2020 President's Faculty Service Award**
- **2018 Fresno State Outstanding Service-Learning Faculty Award**

RESEARCH INTERESTS: Literacy education, service-learning, critical literacy, culturally sustaining pedagogies, educational equity and justice, teacher education

RESEARCH AND SCHOLARSHIP

Refereed Publications

Billen, M. B., Soltero-Lopez, A., Hart, S., Wahleithner, J. M., Horsley, H., & Alamillo, A. (2023). 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. R. Helfrich & S. L. Hartman (Eds.), *Exemplary clinical models of teacher education* (pp. 139-159). Information Age Publishing.

- Bennett, S. V., Gunn, A. A., Panos, A., Hart, S. M., & Schneider, J. J. (2022). Five frames: A multi-curricular approach to culturally sustaining literacy practices. In S. C. Cantrell, D. Walker-Dalhouse, & A. Lazar (Eds.). *Culturally sustaining pedagogy: Developing socially just literacy teaching practices* (pp. 141-158). Teachers College Press.
- Wandeler, C., & Hart, S. (2022). The Central Valley transportation challenge. Mineta Transportation Institute Publications. <https://doi.org/10.31979/mti.2022.2029>
- King, J. R., Hart, S., & Kozdras, D. (2020). Identity matters in service-learning literacies: Becoming authentic and agentic within role affordance. In L. A. Henry & N. Stahl (Eds.), *Literacy across the community: Research, praxis, and trends* (pp. 211-222). Routledge. doi: [10.4324/9781003031550-21](https://doi.org/10.4324/9781003031550-21)
- Wandeler, C., Hart, S., & Mercado, F. (2019). *Youth design the future of transportation for their community*. Mineta Transportation Institute Publications. Retrieved from https://scholarworks.sjsu.edu/mti_publications/285/
- Lemley, S. M., & Hart, S. M. (2019). Using inquiry to develop agricultural education preservice teachers' disciplinary literacy pedagogy. *Journal of Agricultural Education*, 60(4), 149-163. doi: 10.5032/jae.2019.04149
- Hart, S. & Wandeler, C. (2018). The impact of action civics service-learning on eighth-grade students' civic outcomes. *International Journal of Research on Service-Learning and Community Engagement*, 6(1), Article 11. Retrieved from <https://ijrslce.scholasticahq.com/article/6878-the-impact-of-action-civics-service-learning-on-eighth-grade-students-civic-outcomes>
- Lemley, S., & Hart, S. (2018). Using inquiry to develop art and music preservice teachers' disciplinary literacy pedagogy. *Ubiquity: The Journal of Literature, Literacy and the Arts*, 5(1), 49-73. Retrieved from <http://ed-ubiquity.gsu.edu/wordpress/wp-content/uploads/2018/10/Lemley-and-Hart-5-1b.pdf>
- Lemley, S., Hart, S., & King, J. (2018). Teacher inquiry develops elementary teachers' disciplinary literacy. *Literacy Research & Instruction*. <https://doi.org/10.1080/19388071.2018.1520371>
- Yue, H., & Hart, S. (2017). Service-learning and graduation: Evidence from event history analysis. *Michigan Journal of Community Service Learning*, 23(1), 24-41.
- Mullooly, J., & Hart, S. (2015). Building service learning into an academic discipline: Urban civic education. In O. Delano-Oriaran, M. W. Parks, and S. Fondrie (Eds.). *The Sage sourcebook of service-learning and civic engagement* (pp. 107-113). Thousand Oaks, CA: SAGE Publications.
- Bennett, S., & Hart, S. (2015). Addressing the 'shift': Preparing preservice secondary teachers for the Common Core," *Reading Horizons*: Volume 53: Issue 4, Article 5. Available at: http://scholarworks.wmich.edu/reading_horizons/vol53/iss4/5
- Hart, S., & Mullooly, J. (2015). From student to steward of democracy: Developing teachers as transformative change agents. In K. M. Sturges (Ed.). *Neoliberalizing Educational Reform: America's quest for profitable market-colonies and the undoing of public good* (pp. 123-148). Rotterdam, Netherlands: Sense Publishers.
- Hart, S. (2014). "This isn't what we normally do." : Test preparation and the

- teaching of writing. In J.J. Schneider (Ed.). *Casework in K-6 writing instruction: Connecting composing strategies, digital literacies, and disciplinary content to the Common Core* (pp. 165-174). New York, NY: Peter Lang.
- Hart, S., & Bennett, S. (2013). Disciplinary literacy development of STEM preservice teachers. *Teacher Education and Practice*, 26(2), 221-241.
- Minkler, J., & Hart, S. (2013). *Valley change agents: A service-learning guide for K-12 teachers*. Fresno, CA: Fresno Urban Civic Education
- Hart, S. (2011). Critical openings and possibilities: Navigating challenges for change. In B. Porfilio & H. Hickman (Eds.), *Critical-service learning as a revolutionary pedagogy: An international project of student agency in action* (pp. 249-269). Greenwich, CT: Information Age.
- Hart, S. (2010). Service-learning: A third space for literacy education. In G. T. Papanikos & N. Pappas (Eds.), *Horizons in education* (pp. 381-392). Athens, Greece: Athens Institute for Education and Research.
- Hart, S. (2007). Service-learning and literacy motivation: Setting a research agenda. In S. Gelmon & S. Billig (Eds.), *Advances in service-learning research: Vol. 7. From passion to objectivity: International and cross-disciplinary perspectives on service-learning research* (pp. 135-156). Greenwich, CT: Information Age Publishing.
- King, J., Hart, S., & Kozdras, D. (2007). When is it critical literacy with adolescent learners? In B. Guzzetti (Ed.), *Literacy for the new millennium: Vol. 3. Adolescent Literacy* (pp. 173-187). Westport, CT: Praeger.
- Kelley, K., Hart, S., & King, J. (2007). Negotiating pedagogy development: Learning to teach writing in a service-learning context. *Action in Teacher Education*, 29(2), 94-108.
- Hart, S., & King, J. (2007). Service-learning and literacy tutoring: Academic impact on preservice teachers. *Teaching and Teacher Education: An International Journal of Research and Studies*, 23, 323-338.
- Hart, S. (2006). Breaking literacy boundaries through critical service-learning: Education for the silenced and marginalized. *Mentoring & Tutoring*, 14(1), pp. 17-32.

Grants Funded	
January 2023- May 2026	<i>California Teacher Residency Grant Program</i> California Commission on Teacher Credentialing <i>Diversify Educator Workforce Initiative</i> Partnership with Sanger Unified School District and Fresno State to implement elementary teacher education residency focused on culturally sustaining pedagogy Award Amount: \$675,000
April 2020- June 2021	<i>Co-Principal Investigator</i> CSU Transportation Research and Workforce Development (SB 1)- Mineta Transportation Institute, San Jose State University, San Jose CA

	<p><i>Central Valley Transportation Challenge</i> Award Amount: \$80,000</p>
Jan- Dec 2020	<p><i>Co-Principal Investigator</i> Fresno State Transportation Institute, Fresno CA <i>Fresno State Transportation Challenge</i> Award Amount: \$20,000</p>
May 2019-Dec 2019	<p><i>Co-Principal Investigator</i> Fresno State Transportation Institute, Fresno CA <i>Fresno State Transportation Challenge</i> Award Amount: \$20,000</p>
Feb 2019- April 2019	<p><i>Co-Principal Investigator</i> Fresno State Transportation Institute, Fresno CA <i>Youth Design The Future of Transportation for their Community</i> Award Amount: \$10,000</p>
July 2016- July 2018	<p><i>Co-Principal Investigator</i> Central Valley Community Foundation, Fresno CA <i>Middle School Democracy Project</i> Award Amount: \$40,000 Designed mixed methods study to examine how marginalized youth develop civic competence within service-learning civics education classes</p>
January 2015 - June 2016	<p><i>Co-Principal Investigator</i> California State University Chancellor's Office S.D. Bechtel, Jr. Foundation- San Francisco, CA <i>Preparing a New Generation of Educators for California</i> Award Amount: \$230,000.00 Collaborated with district partners and disciplinary faculty to develop Strategic Teacher Education Partnerships (STEP) program to enhance undergraduate teacher education program through service-learning and early clinical field experiences.</p>
June 2013	<p><i>Principal Investigator</i> Technology Innovations for Teaching & Learning (TILT) Fresno, CA <i>Impact of Online Reflective Portfolios on Preservice Teachers' Literacy Competence</i> Award Amount: \$5,000 Designed mixed methods study to examine the effects of online reflective portfolios to facilitate preservice teachers' competence in literacy instruction</p>
August	<p><i>Public Charter Schools Grant Program (PCSGP)</i></p>

2012- June 2015	California Department of Education Sacramento, CA Co-Author: Shiela Skibbie; Valerie Blackburn Award Amount: \$575,000
January 2013- July 2013	<i>Extension Grant</i> American Association of State Colleges & Universities (AASCU) Washington, DC <i>Urban Civic Education Minor for Future Teachers</i> Award Amount: \$4,000 Provided funds to conduct service-learning professional development for local K-12 classroom teachers in preparation for mentoring Minor students
August- December 2012	<i>Principal Investigator</i> Kremen Dandoy Research Grant Fresno, CA <i>Impact of Service-Learning on Adolescents' Literacy Motivation & Achievement</i> Award Amount: \$5,000 Designed mixed methods study to examine the effects of service-learning instruction on middle school students' literacy motivation and writing achievement
January 2012- December 2013	<i>Principal Investigator</i> California State University, Chancellor's Office <i>Give Students a Compass Networking Partnership Grant</i> Award Amount: \$8,000 Collaborated with regional community college partners to develop service-learning experiences for future teachers and new college students.
January 2011- December 2013	<i>Principal Investigator</i> American Association of State Colleges & Universities (AASCU) Washington, DC <i>Impact of Urban Civic Education Minor on Future Teachers</i> Award Amount: \$50,000 Using mixed methods to investigate the impact service-learning minor has on preparation of teacher candidates and their K-12 students
August – December 2009	<i>Principal Investigator</i> CSU Research, Scholarship, Creative Activities Award Fresno, CA <i>Impact of Online Literature Discussions on Student Literacy Motivation & Achievement</i> Award Amount: \$5,000 Designed mixed methods study to examine the effects of traditional literature group discussions and online literature discussions on 7 th Grade students' literacy motivation and writing achievement
January- May 2009	<i>Principal Investigator</i> CSU-Fresno, Kremen School of Education Research Award Fresno, CA

	<p><i>Validity and Reliability of the Literate Identity & Dispositions Survey</i> Award Amount: \$5,000 Analyzed the psychometric properties of a literacy survey designed to determine the impact of literacy instruction on early adolescent students' literacy dispositions. Survey was administered to 1,000 emergent bilinguals and low-income students.</p>
August-December 2008	<p><i>Principal Investigator</i> CSU-Fresno Center for Enhancement of Teaching & Learning Grant Fresno, CA <i>Literacy Specialists as Coaches in the Community</i> Award Amount: \$5,000 Designed a mixed methods study to examine the impact of service-learning on Master's students' professional development as literacy specialists</p>
August-December 2007	<p><i>Principal Investigator</i> CSU-Fresno, Provost Research Award Fresno, CA <i>Impact of Civic Engagement on Youth Literacy Achievement</i> Award Amount: \$5,000 Designed mixed methods study to examine the impact of a service-learning curriculum on middle school students' literacy achievement</p>
August 2006-May 2007	<p><i>Teacher Trainer</i> California State University-Center for the Advancement of Reading Sacramento, CA <i>Reading Institute for Academic Preparation</i> Award Amount: \$21,250 Collaborated to design institutes for secondary teachers on content area adolescent literacy. Coordinated ten institutes with 20 high school teachers across the Central Valley region.</p>
August-December 2004	<p><i>Co-Principal Investigator</i> USF Collaborative for Children, Families, and Communities University of South Florida, Tampa, FL <i>Literacy, Science, & Research in the Garden</i> Award Amount: \$10,000 Qualitative research that examined a service-learning project in which undergraduates in a science methods course and a literacy methods course collaborated to tutor science and literacy at local community center</p>
August 2003-May 2004	<p><i>Principal Investigator</i> USF Collaborative for Children, Families, and Communities University of South Florida, Tampa, FL <i>Building the Village It Takes: Community and Preservice Teachers Serving and Learning</i></p>

	<p>Award Amount: \$10,000</p> <p>Designed and conducted mixed methods research to examine the infusion of service-learning in teacher education through a weekly, three-day after-school tutoring program with undergraduate reading, writing, & math preservice teachers at a local community center</p>
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Refereed Presentations

- Hart, S., & Bennett, S. (2024, April). *Cross-cultural book clubs and culturally sustaining pedagogy*. Presented at Annual American Educational Research Association Conference, Philadelphia, PA.
- Bennett, S., & Hart, S. (2023, December). *Hurricanes and Hollywood: Breaking assumptions through cross-cultural book clubs*. Presented at Annual Literacy Research Association Conference, Atlanta, GA.
- Billen, M., Hart, S., & Soltero Lopez, A. (2021, December). *A meta-ethnography of beginning teachers' literate lives in urban schools*. Presented at Annual Literacy Research Association Conference, Tampa, FL.
- Hart, S., Billen, M., Soltero Lopez, A., & Salinas, J. (2020, December). *Using visual metaphors and narratives to examine elementary preservice teachers' culturally sustaining literacy pedagogy and practices*. Presented at Annual Literacy Research Association Conference, Virtual.
- Billen, M., Hart, S., & Soltero Lopez, A. (2020). *"We're in an inquiry class. We question everything.": Inquiry as a tool to foster elementary teachers' culturally sustaining literacy teaching*. Presented at Annual Literacy Research Association Conference, Virtual.
- Hart, S. (2019, December). *Using Moje's heuristic to teach disciplinary literacy through service-learning*. Presented at Annual Literacy Research Association Conference, Tampa, FL.
- Hart, S., Billen, M., & Soltero Lopez, A. (2019, December). *Examining influences on preservice teachers' culturally sustaining literacy pedagogy and practices*. Presented at Annual Literacy Research Association Conference, Tampa, FL.
- Wandeler, C., & Hart, S. (2019, April). *Development of youth civic identities through action civics and youth participatory action research*. Presented at Annual American Educational Research Association Conference, Toronto, Canada.
- Soltero Lopez, A., Billen, M., & Hart, S. (2019, March). *Teacher candidates' identity development*. Presented at California State University Symposium, Fresno, CA.
- Hart, S. (2018, December). *Service-learning as inquiry-driven disciplinary instruction*. Presented at Annual Literacy Research Association Conference, Indian Wells, CA.
- Hart, S., & Lemley, S. (2017, December). *Using Moje's heuristic for teaching disciplinary literacy in agricultural sciences*. Presented at Annual Literacy Research Association Conference, Tampa, FL.
- Yue, H., Hart, S., & Fiorentino, C. (2017, July). *Service-learning and graduation: A case study of assessing long-term learning outcomes of education programs using*

- event history analysis*. Presented at International Conference on Learning-Learner Research Network, Honolulu, HI.
- Tracz, S., Wandeler, C., Bennett, L., Yun, C., Nelson, F., & Hart, S. (2017, April). *Future teachers' concerns in undergraduate studies: "What if I can't teach it?"* Presented at Annual American Educational Research Association Conference, San Antonio, TX.
- Wandeler, C., Tracz, S., Yun, C., Hart, S., Nelson, F., & Bennett, L. (2017, May). *University faculty meets K-12 reality: What do future teachers need to learn?* Presented at Annual American Educational Research Association Conference, San Antonio, TX.
- Hart, S., Bennett, S., & King, J. (2016, December). *Using disciplinary inquiry to develop elementary teachers disciplinary literacy perspectives and practices*. Presented at Annual Literacy Research Association Conference, Nashville, TN.
- Bennett, S. & Hart, S. (2016, April). *Developing elementary graduate students' disciplinary literacy perspectives and practices through disciplinary inquiry*. Presented at Annual American Educational Research Association Conference, Washington, DC.
- Bennett, S. & Hart, S. (2015, December). *Using disciplinary inquiry to develop elementary graduate students' disciplinary literacy perspectives and practices*. Presented at Annual Literacy Research Association Conference, Carlsbad, CA.
- Bennett, S., & Hart, S. (2014, April). *Addressing the 'Shift': Preparing Preservice Secondary Teachers for the Common Core*. Presented at Annual American Educational Research Association Conference, Philadelphia, PA.
- Hart, S., & Immekus, J. (2014, April). *Developing community college students' civic engagement through service-learning learning communities*. Presented at Annual American Educational Research Association Conference, Philadelphia, PA.
- Hart, S., & Bennett, S. (2013, December). *Addressing the 'Shift': Preparing Preservice Secondary Teachers for the Common Core*. Presented at Annual Literacy Research Association Conference, Dallas, TX.
- Hart, S. (2013, April). *STEM preservice teachers developing disciplinary literacy pedagogy*. Poster presented at annual American Educational Research Association Conference, San Francisco, CA.
- Hart, S. (2012, December). *Disciplinary literacy pedagogy development of STEM preservice teachers*. Paper presented at annual Literacy Research Association Conference, San Diego, CA.
- Westerhof, J., Hart, S., & Mullooly, J. (2012, June). *National civic minor in urban education project: Five new models that integrate service learning with public policy coursework*. Workshop presented at annual American Democracy Project Conference, San Antonio, TX.
- Westerhof, J., Hart, S., & Mullooly, J. (2012, June). *The nuts and bolts of designing and implementing a Civic Minor in Urban Civic Education*. Workshop presented at annual American Democracy Project Conference, San Antonio, TX.
- Hart, S. (April, 2011). *Challenges of critical service-learning for teacher educators*. H. Hickman and B. Porfilio (Eds.), Symposium on Critical Service Learning for

- Social Justice in PK-12 and Teacher Education Classrooms. American Educational Research Association New Orleans, LA.
- Hart, S. (2009, December). *Service-Learning: An Approach to Develop Future Literacy Professionals' Mentoring Skills*. Presented at Annual National Reading Conference/Literacy Research Association Albuquerque, NM.
- Hart, S. (2009, December). *Impact of Moodle literature discussions on student literacy motivation & achievement*. Presented at Annual National Reading Conference/Literacy Research Association Albuquerque, NM.
- Hart, S. (2009, May). *Service-learning: A third space for literacy education*. Paper presented at the Athens Institute for Education and Research, Athens, Greece.
- Hart, S. (2009, February). *Service-learning: A third space for hybrid literacies*. Paper presented at the annual National Council of Teachers of English Assembly for Research, Los Angeles, CA.
- Hart, S. (2008, October). *Mentoring the tutors: Master's students as service-learners*. Poster session presented at the annual International Association for Research on Service-Learning and Community Engagement Conference, New Orleans, LA.
- Hart, S. (2007, November). *Engaging disengaged youth: Service-learning, hybrid literacies, and literacy engagement*. Paper presented at the annual National Reading Conference, Austin, TX.
- Hart, S., King, J., & Kozdras, D. (2007, November). *A critical discourse analysis of critical literacy*. Paper presented at the annual National Reading Conference, Austin, TX.
- Hart, S. (2006, December). *Service-learning as a pedagogy of literate engagement*. Paper presented at the annual National Reading Conference, Los Angeles, CA.
- Hart, S. (2006, October). *Service-learning and literacy motivation with middle school students*. Paper presented at the annual International Association for Research on Service-Learning and Community Engagement Conference, Portland, OR.
- Hart, S. (2005, December). *Literate youth discourses: Negotiating the third space of service-learning*. Paper presented at the annual National Reading Conference, Miami, FL.
- Hart, S., Kelley, K., & King, J. (2005, November). *Working the hyphen: Preservice literacy teachers negotiate the third space of service-learning*. Paper presented at the annual meeting of the College Reading Association, Savannah, GA.
- Howes, E., Hart, S., & Cone, N. (2005, February). *Experiences of preservice teachers and their instructors in a literacy-science service-learning course*. Paper presented at the annual Ethnography Forum, Philadelphia, PA.
- Hart, S., & King, J. (2004, April). *Participating with or practicing on: Preservice teachers engaged in service-learning*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Hart, S. (2004, February). *Building the village it takes: Serving and learning in the community*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Chicago, IL.
- Hart, S. (2003, November). *Now what do I do? The evolution of student academic achievement through service-learning*. Paper presented at the annual International Conference of Advances in Service-Learning Research, Salt Lake City, UT.

Hart, S., & Schwartz, K. (2003, February). *Creating community collaborations for a literate future*. Presented at the Indiana Civic Literacy Service-Learning Conference, Indianapolis, IN.

Invited Presentations

- Hart, S. (2016, April). *Comparison of literacy instructional efficacy among teacher education pathways*. Presented at Kremen School of Education Research Symposium.
- Hart, S. (2015, February). *Facilitating youth voice & action: Skills for teachers & youth development workers*. Presented at Annual Seattle Public Schools Service-Learning Symposium, Seattle, WA.
- Hart, S. (2015, February). *Service-learning: Project-based learning and disciplinary literacy*. Presented at Bullard High School Professional Development Workshop, Fresno, CA.
- Nelson, F., & Hart, S. (2014, November). *Service-learning: Project-based learning and disciplinary literacy*. Presented at Fresno State Master Teacher Professional Development Workshop, Fresno, CA.
- Hart, S. (2014, March). *Impact of service-learning on adolescents' argumentative essay writing*. Presented for Dandoy Research Committee, Fresno, CA.
- Hart, S. (2014, March). *Future now: Preparing students for college, career and citizenship*. Presented at Cesar Chavez Critical Education Conference, Fresno, CA.
- Hart, S. (2013, April). *Future NOW: Preparing Students for College, Career & Citizenship*. Keynote address. Tenth annual University North Carolina-Charlotte Advancing Literacy for All Conference, Charlotte, NC.
- Blohm, C., Delgado, C., Leon, J., & Hart, S. (2013, April). *Addressing the Common Core through Service-Learning*. Workshop presented at annual Conference on Character and Civic Education, Fresno, CA.
- Hart, S. (2012, November). Service-learning: Linking college & career readiness (aka The Common Core) with civic engagement. *Youth Engagement*. Workshop conducted from Wright State University, Dayton, OH.
- Hart, S. (2009, April). *Introduction to service-learning: An instructional approach to developing civic responsibility in students*. Workshop presented at the annual Conference on Character and Civic Education, Fresno, CA.
- Hart, S. (2009, March). *Mentoring Tutors: Reading Master's Students as Service-Learners*. Workshop presented at the Regional Conference on Excellence in Teaching & Learning, Fresno, CA.
- Hart, S. (2008, November). *Reading competencies for grades 4-8*. Workshop presented at the annual CSU-Fresno Master Teacher Professional Development Conference, Fresno, CA.
- Hart, S. (2008, April). *Service-learning: Building on students' desire to care*. Workshop presented at annual Conference on Character and Civic Education, Fresno, CA.
- Hart, S. (2007, November). *Reading competencies for grades 4-8*. Workshop presented at the annual CSU-Fresno Master Teacher Professional Development Conference, Fresno, CA.

Hart, S. (2007, March). Service-learning: Engaging youth in their own literacy education. Workshop presented at the 2nd Annual Cesar Chavez Education Conference, Fresno, CA.

Hart, S. (2002, September). *Effective strategies to incorporate service-learning in preservice teacher internships*. Presented at the Florida Service-Learning in Teacher Education Conference, Tampa, FL.

PROFESSIONAL EXPERIENCE

University Positions

PROFESSOR

CALIFORNIA STATE UNIVERSITY, FRESNO, CA, 2006- Present

Professor-in-Residence, Sanger Teacher Residency Program 2021-Present

- Collaborated with the Sanger Unified School District residency coordinator as a team responsible for all logistics, resident support, and mentor teacher support at the residency school sites.
- Responsibilities included teaching courses, providing ongoing feedback to residents, working to build a supportive and safe professional community at the school site, providing professional development to mentor teachers and residents, supporting residents in navigating program logistics, facilitating faculty collaborations with mentor teachers and residents at the school site.

Professor-in-Residence, Fresno Teacher Residency Program 2019-2021

- Collaborated with the Fresno Unified School District residency coordinator as a team responsible for all logistics, resident support, and mentor teacher support at the residency school sites.
- Responsibilities included teaching courses, providing ongoing feedback to residents, working to build a supportive and safe professional community at the school site, providing professional development to mentor teachers and residents, supporting residents in navigating program logistics, facilitating faculty collaborations with mentor teachers and residents at the school site.

University Faculty Service-Learning Scholar 2018-2019; 2022-2023

- Coordinated and led yearlong interdisciplinary faculty seminars to support integration of SL experiences in courses
- Coordinated and led interdisciplinary faculty in a summer intensive institute to develop courses that included all of the SL principles.
- Provided individual support to faculty interested in SL processes

Coordinator, Reading/Language Arts Master's Program 2011-2014

- Managed the recruitment and admissions of students into campus-based, online, and school-based cohort programs.

- Coordinated the monitoring of assessing student progress through course and program assessments..
- Provided advising to new and current students.

Coordinator, Urban Civic Education Minor 2011-Present

- Managed the recruitment and advising of students
- Coordinated and monitored service-learning placements in school and community settings
- Coordinated and directed advisory group of faculty from program electives and community service site partners

COURSES TAUGHT

Educational Leadership Doctoral Program:

Dissertation Committees

- Served on Gurpreet Kaur Bhogal's committee, "The impact of applied learning experiences in a community college setting" (2023).
- Served on Kathleen Schock's committee, "The impact of service-learning on engagement and degree completion for undergraduate students" (2017).
- Served on Dean McGee's committee, "The influence of extrinsic motivation on student performance on large-scale assessments" (2013).
- Served on Amy Brogan's committee, "Service-learning institutionalization at four-year universities: Impact on faculty implementation and student attitudes toward future civic engagement" (2012).

Advanced Service-Learning Leadership- Developed service-learning field-based course to prepare students with the advanced skills, knowledge, and dispositions to develop service-learning partnership programs among K-12 schools, colleges/universities, nonprofits, and public agencies.

Graduate Literacy Program:

Reading Master's Project Advisor- Supervised capstone action research projects exploring the impact of instructional methods on student literacy motivation, including partner reading, Accelerated Reader, and Moodle online discussions. Also supervised projects exploring other literacy domains, including emergent bilingual vocabulary development, parent literacy workshops, and multicultural literature analysis.

Research for Reading Professionals- Developed course to guide students through examination of reading research methods, tools, and evaluation of research conclusions.

Field Experiences in Reading- Established service-learning partnerships with agencies that provide after-school literacy tutoring to emergent bilingual and low-income struggling readers. Students conducted program evaluations, observed and coached tutors during instruction, and designed staff development workshops.

Supervised Field Experiences in Reading- Established service-learning partnerships with agencies that provide after-school literacy tutoring to emergent bilingual and low-income struggling readers. Students conducted program evaluations, observed and coached tutors during instruction, and designed staff development workshops.

Assessment & Development of Reading Abilities- Designed **an online course** in which students researched and analyzed personal school-based assessments and interventions to determine their efficacy to support emergent bilingual and struggling readers.

Supervised Teaching in Reading/Language Arts- Supervised practical clinical individual and small-group tutoring experiences with elementary and middle school emergent bilingual and struggling readers. Also designed an online section of course employing ICT tools and e-portfolios to analyze tutoring sessions and provide feedback to students.

Graduate Curriculum & Instruction Program:

Master's Project Advisor- Supervised capstone action research projects exploring the impact of service-learning instructional methods on student achievement in various subject areas, including secondary English, elementary science, and elementary reading.

Teaching for Equity & Justice (Online)- Designed a service-learning course that examined social justice education as a blend of content and process intended to enhance equity across social groups, foster critical perspectives, and promote social action. Teachers designed and implemented critical service-learning action research projects with their K-12 students as a way to explore the practical applications of course content.

Mixed Methods Research in Diverse Schools (Online)- Completely online course that examined various research methods. Emphasized Participatory Action Research grounded in critical service-learning pedagogy. Teachers designed critical service-learning action research projects to implement with their K-12 students.

Credential Programs:

Disciplinary Literacies & Integrated Curriculum- Connected course concepts with application during second student teaching experience. Students completed case study to demonstrate knowledge of reading assessment and instruction. Students created Social Studies unit plan to demonstrate ability to organize, manage, and plan instruction in order to make content accessible to all students in English/Language Arts and History/Social Studies classrooms. Specific sections were taught in the Teacher Residency Program with local school districts.

Teaching Reading & Social Studies in Grades 4-8- Connected course concepts with application during first student teaching experience. Students completed case study to demonstrate knowledge of reading assessment and instruction. Students created Social Studies unit plan to demonstrate ability to organize, manage, and plan instruction in order to make content accessible to all students in English/Language Arts and History/Social

Studies classrooms. Specific sections were taught in the Teacher Residency Program with local school districts.

Content Area Language & Literacy Instruction- A course for single subject credential candidates to develop literacy instruction in secondary classrooms. Framed by the concept of disciplinary literacy, students conducted mini-studies of literacy practices within their disciplines to refine instructional materials and strategies

ADJUNCT INSTRUCTOR/GRADUATE STUDENT INSTRUCTOR
UNIVERSITY OF SOUTH FLORIDA, TAMPA, FL, 2002-2006

Doctoral Courses:

- ***Research in Reading Education-*** Facilitated seminars exploring the current trends in research on instruction in the field of reading education. Assisted professor of record with curriculum design and evaluation of student-led seminars.

Graduate Courses:

- ***Cognition, Comprehension, & Content Area Reading (2 sections)***

Undergraduate Courses:

- ***Linking Literacy Assessment and Instruction (10 sections)-*** Through embedded service-learning model, preservice teachers linked theory to practice as they designed culturally relevant literacy instruction for multicultural/diverse students at a community center.
- ***Reading and Learning to Read***
- ***Levels I, II, III Internship***

K-12 Public School Experience

Classroom Teacher/School Reform Coordinator
Junipero Serra Elementary School, South San Francisco, CA, 1997-2002

Taught several culturally and linguistically diverse multiage classes ranging from first through fourth grade. Worked with Bay Area School Reform Collaborative (BASRC) to develop critical friendship with partner schools and promote school wide reform using cycle of inquiry. Received grant from Peninsula Community Foundation to support community garden project.

Communication Skills Specialist
Oceanair Elementary School, Norfolk, VA, 1993-1997

Supervised school wide literacy program for Title I elementary school. Directed the organization, management, and assessment of school literacy program through staff development sessions, teacher conferences, and co-teaching instructional methods. Served as community liaison through parent workshops and home reading program.

Other Professional Experience

California Civic Learning Initiative, Fresno, CA, 2014-2020

Collaborated with state and local civic and business leaders to develop civic learning programs with local elementary and middle schools. Led the design and implementation of the project evaluation component.

Fresno Unified School District Teacher Residency Program, Fresno, CA, 2014- 2017

Collaborated with district officials to develop and implement a residency approach to preparing future STEM teachers for grades K-8.

Fresno Urban Civic Education & Fresno Unified School District Service-Learning Initiative, Fresno, CA, 2013

Collaborated with district officials to develop partnership linking Urban Civic Education Minor students with K-12 classroom teachers and Teaching Academy students to develop and implement service-learning projects.

Fresno Urban Civic Education Service-Learning Workshop, Fresno, CA, 2013

Provided service-learning professional development for local K-12 classroom teachers in preparation for mentoring Minor students

Fresno High School, Fresno, CA, 2011-2013

Provide professional development training and assist in monitoring effectiveness of “Thinking Locally: Inquiry-Driven Curriculum in an Urban Environment” project. High school teachers received professional development training in inquiry-based curriculum, unit design, and critical thinking strategies.

Sanger Unified School District, Sanger, CA, August-December 2009

Collaborated with K-12 classroom teachers to design, implement, and evaluate service-learning projects. Projects were designed to provide students opportunities to develop & utilize academic standards and knowledge through active participation in service experiences that addressed various community needs. Projects were evaluated for effects on student academic achievement, civic knowledge, and social responsibility.

John Sutter Middle School, Fowler, CA, January-May 2010

Collaborated with Sutter Middle School to design service-learning experiences for Reading Master’s students. Students administered literacy assessments to struggling 6th and 7th Grade students, identified students’ strengths and weaknesses, and designed instructional plans for classroom teachers.

Palo Verde Union School District, Tulare, CA, 2007-2008

Designed and implemented “Improving Student Comprehension through Inquiry-Based Professional Development” project. This project was a high-quality, ongoing, school-based professional development program to improve student reading

comprehension achievement. Implementation included weekly onsite professional development, training workshops, teacher observations, and facilitated group seminars.

Suncoast Earth Force, St. Petersburg, FL, 2003-2006

Provided training and on-site support to assist K-12 teachers designing and implementing environmental service-learning projects.

PROFESSIONAL SERVICE

2017- Present	<i>The Reading Teacher, Manuscript Reviewer</i>
2017- Present	<i>Equity & Excellence in Education, Manuscript Reviewer</i>
2014- 2020	<i>California Civic Education Initiative, Region 7 Advisory Member, Fresno, CA</i>
2011-2016	<i>Kepler Neighborhood Charter School, Board Member, Fresno, CA</i>
2004- 2020	<i>National Education Association's Foundation for the Improvement of Education (NFIE), Grant Reviewer, Washington, DC</i>
2011- 2020	<i>Bonner Center for Character & Civic Education, Advisory Board Member, Fresno, CA</i>
2006-2010	<i>International Association for Research on Service-Learning and Community Engagement, Conference Proposal Reviewer</i>
2007- Present	<i>Literacy Research Association, Conference Proposal Reviewer, Social Context of Literacy Development and Literacy Teacher Education.</i>
2007-2009	<i>Fresno Academy for Civic & Entrepreneurial Leadership Charter School, President, Fresno, CA</i>
2006-2008	<i>Civic Education Network, Region 7, Advisory Board Member, Fresno, CA</i>
2007	<i>Fresno Mayor's Education Initiative, Fresno CA</i>
2001-2006	<i>National Education Association's Foundation for the Improvement of Education (NFIE), Executive Board Member, Washington, DC</i>
2004-2006	<i>Tampa's Mayoral Beautification Program, Learning to Grow-Growing to Learn Committee, Tampa, FL</i>