

Juliet Michelsen Wahleithner, Ph.D.

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EDUCATION

Ph.D., Education, September 2013

University of California, Davis

Area: Language, Literacy, & Culture

Designated Emphasis: Writing, Rhetoric, & Composition Studies

M.A., Education, January 2010

University of California, Davis

Area: Language & Literacy

California Single Subject Teaching Credential, English, May 2002

Subject: English

Project Impact, San Joaquin County Office of Education

B.A., English, History Minor, March 1999

University of California, Davis

ACADEMIC LEADERSHIP EDUCATION

UC Berkeley Executive Leadership Academy, accepted to participate in two-week leadership seminar designed to develop knowledge and expertise around issues related to university leadership, August 2-13, 2021.

Fresno State President's Leadership Academy, accepted to participate in campus-wide leadership development program; attended two-day retreat plus monthly sessions focused on elements of effective leadership, December 2020-December 2021.

ACADEMIC APPOINTMENTS

Director, Educator Preparation Programs & Accreditation, (August 2023-present), Kremen School of Education, California State University, Fresno

Assistant Director, Teacher Education, (August 2021-July 2022), Kremen School of Education, California State University, Fresno

Associate Professor, Literacy, Department of Literacy, Early, Bilingual and Special Education, (August 2021-present), Kremen School of Education, California State University, Fresno

Assistant Professor, Literacy, Department of Literacy, Early, Bilingual and Special Education, (August 2015-July 2021), Kremen School of Education, California State University, Fresno

Director, San Joaquin Valley Writing Project (June 2018-present; Co-Director, June 2016-May 2018) Kremen School of Education, California State University, Fresno

Associate Executive Director, California Writing Project (June 2018-present), University of California, Santa Barbara.

TEACHER EDUCATION LEADERSHIP

Director, Educator Preparation Programs & Accreditation, Kremen School of Education, CSU Fresno, Summer 2021-present (Assistant Director of Teacher Education, Summer 2021-Summer 2023)

- Coordinate all state (California Commission on Teacher Credentialing) and national accreditation (Association for Advancing Quality in Educator Preparation) efforts for Fresno State's initial and advanced credential programs;
 - Lead preparation of CCTC Pre-Conditions responses, Program Standards responses, and Common Standards responses
 - Provide ongoing support in ensuring programs are in alignment with applicable CCTC Program Standards
 - Support and oversee preparation of required program revisions, including documentation and submission of transition preparations and updated Teaching Performance Expectation-alignment matrices to CCTC
 - Support and oversee preparation of new program proposals, in response to CCTC Initial Proposal Review requirements
 - Lead preparation of Initial Programs Quality Assurance Report and Annual Report
 - Lead preparation of Advanced programs Quality Assurance Report and Annual Report
 - Inform Deans from colleges across university of accreditation requirements and prepare for accreditation site visits
- Provide ongoing support to coordinators of all initial and advanced educator preparation programs
 - Provide onboarding for new coordinators
 - Support ongoing continuous improvement efforts
 - Establish a network improvement community with program coordinators
 - Support programs in identifying/developing appropriate data sources, evaluating data sources, collecting and analyzing data, and implementing appropriate program changes
 - Lead monthly meetings with initial and advanced program coordinators (within college and across university) throughout academic year
 - Collaborate with Data Analyst to design and implement data collection tools, engage in analysis, and present findings
- Ensure that meaningful, appropriate, accurate data and supporting documentation is available to meet the decision-making and accreditation needs of the University
 - Lead efforts to develop and implement tools for evaluation of program components, including coursework and clinical practice
 - Analyze and communicate trends, outcomes, strengths, and weaknesses pertinent to accreditation to key stakeholders
 - Collaborate with Data Manager to prepare data and process information necessary for state and federal government-mandated reports; generate and provide data for accountability reports and develop statistical comparisons
- Support initial preparation program coordinators in establishing and maintaining coherence and consistency across programs, including clarifying policies and processes

- Lead meetings with credential program coordinators, pathways coordinators, and staff for the purpose of program coordination and alignment
- Support faculty and departments in curriculum development associated with teacher preparation coursework
- Collaborate with the Office of Clinical Practice, Center for Advising and Student Services, and Program Coordinators to develop and strengthen advising, recruitment, application, student teaching, residency, and intern experiences
- Collaborate with Education Programs Coordinator, Center for Advising and Student Services, and Office of Clinical Practice to design and facilitate Teacher Education events, including:
 - Annual Teacher Education Summit
 - Fall & Spring Teacher Education Orientation and Induction events
- Chair Basic Credential and Curriculum committee
 - Members: PK-3, MS, SS, ES Coordinators, Education Programs Coordinator, FAST Coordinator, Residency Director, ITEP Coordinator, two at-large elected faculty members, ex-officio; administrative assistant
 - Ensure consistency in course expectations and syllabi across initial preparation programs
- Oversee administration of Fresno Assessment of Student Teachers (Teaching Performance Assessment)
- Support FAST Coordinator with FAST administration
 - Collaborate with FAST Coordinator to prepare annual/biannual reports for CCTC
 - Lead efforts to revise current FAST and/or develop new versions of FAST in alignment with CCTC TPA policies
- Collaborate with Education Preparation Programs Coordinator to connect with district and school personnel on issues related to clinical practice, including student teaching placements, mentor teacher assignments, and other aspects of the clinical practice experience
- Collaborate with state and national agencies and organizations to further goals regarding teacher preparation
- Represent Fresno State at state and national meetings and participate as a member of various School committees
- Strategize with Dean, Associate Dean, and Department Chairs on planning and budget related to cohort and residency course offerings
- Attend workshops, conferences, and leadership meetings related to accreditation, residency, and work related to clinical practice, including CCTE and AACTE
- Collaborate with Dean and Associate Dean to lead response efforts for educator preparation programs in times of unexpected or unforeseen circumstances

Accreditation Coordinator, Kremen School of Education and Human Development, CSU Fresno, Fall 2020-July 2021.

- Support faculty in 15 educator preparation programs (Multiple Subject, Single Subject, Education Specialist—Mild-Moderate, Education Specialist—Moderate-Severe, Bilingual Authorization, Deaf Education, Agriculture Specialist, Reading/Literacy Specialist, Preliminary Administrative Services, School Nursing, PPS-School Counseling, PPS-

School Psychology, PPS-School Social Work, PPS-Child Welfare and Attendance, Speech and Language Pathology) to prepare appropriate documentation for accreditation review by the California Commission on Teacher Credentialing

- Support faculty in 10 educator preparation programs (Multiple Subject, Single Subject, Education Specialist—Mild-Moderate, Education Specialist—Moderate-Severe, Bilingual Authorization, Deaf Education, Agriculture Specialist, Reading/Literacy Specialist, Preliminary Administrative Services, School Nursing) in preparing appropriate documentation for accreditation review by the Association for Advancing Quality in Educator Preparation (national accreditation)
- Efforts include leading monthly unit-wide accreditation meetings with program coordinators; presenting to program faculty about accreditation standards and reporting expectations; preparing supports for faculty as they prepare documentation of program efforts; collecting and analyzing data; reviewing program submissions; assembling final reports for submission to accrediting bodies; coordinating planning efforts for concurrent site visits in April 2022.

Accreditation Coordinator, California Commission on Teacher Credentialing Accreditation of UC Davis Teacher Education Program, UC Davis, September 2013-May 2014.

- Prepared reports detailing alignment of Teacher Education programs (Multiple/Single Subject; Bilingual, Crosscultural, Language, and Academic Development; and Agriculture Specialist) with California teacher credentialing standards; assembled evidence illustrating compliance with state standards; collected data on Teacher Education programs from various stakeholders; analyzed data related to credential candidate performance; worked with faculty members to prepare for accreditation site visit; coordinated site visit details.

UNIVERSITY TEACHING & SUPERVISION

Associate Professor, Kremen School of Education and Human Development, CSU Fresno, Fall 2021-present (*Assistant Professor, 2015-2021*)

Courses Taught:

- **Academic Reading**, (lower-division undergraduate course): Developed course syllabus including assignments and readings for First Year Experience program course aimed at developing first year students' academic reading skills
- **Teaching Writing in the K-8 Classroom**, (upper-division, undergraduate course; satisfied upper-division writing requirement): Developed course, including syllabus, Student Learning Outcomes and corresponding assignments and readings; guide undergraduate liberal studies students in developing understanding of writing pedagogy; assessed student work.
- **Content Area Literacy**, (post-baccalaureate credential-level course): Developed course syllabus including assignments and readings; guided secondary credential candidates in planning instruction to develop students' understanding of literacy in their content areas; assess student work.
- **Single Subject Clinical Practice Seminar**, (post-baccalaureate credential-level course): Developed course syllabus including assignments and readings; guided secondary credential candidates in reflecting on their first semester of clinical practice and developing knowledge of culturally-responsive, asset-based pedagogy.

- **Teaching English Language Arts K-12**, (Masters-level course): Developed course syllabus including assignments and readings; guided MA level students in conducting inquiry into their teaching of English Language Arts; assessed student work.
- **Inquiry & Puzzles of Practice (iPOP) A, B & C**, (post-baccalaureate credential-level course): Developed course syllabus, including assignments and readings, for Multiple Subject credential candidates; guided candidates in developing their understanding of teacher inquiry by scaffolding their experience in engaging in inquiry into their teaching; collaborated with other course faculty to engage in continuous cycle of improvement.
- **Writing in the Academic Setting**, (Doctoral-level course): Developed course, including syllabus, Student Learning Outcomes, assignments, and readings, for doctoral candidates focused on developing their knowledge of academic writing; guided candidates in their writing development, particularly in constructing chapters of their dissertations.

Course Co-Designer, University of California Teacher Education Research & Improvement Network, Spring 2023

- **Centering Equity in Teacher Education: Challenges and Opportunities** (cross-campus University of California-wide seminar for Ph.D. students). Collaboratively developed course design with Dr. Steven Athanases, UC Davis; contributions included planning overall course structure and sequence, developing course assignments, and inviting California leaders in teacher education to participate as guest speakers.

Core Faculty Member, Doctoral Program in Education Leadership at Fresno State, CSU Fresno, Fall 2018-present (*Affiliate Faculty Member Fall 2016-Summer 2018*)

- Provide workshops developing students' knowledge of academic writing; provide methodology workshops; serve on Ed.D. candidates' dissertation committees; contribute to program leadership through regular attendance at program meetings and participation in program committees

Core Faculty Member, Collaborative Online Doctoral Program in Educational Leadership, CSU Channel Islands & CSU Fresno, Fall 2016-Spring 2019

- Provide workshops developing students' knowledge of academic writing; provide methodology workshops; serve on Ed.D. candidates' dissertation committees; contribute to program leadership through regular attendance at program meetings and participation in program committees

Lecturer, School of Education, UC Davis, Spring-Fall 2014 & Winter 2015.

Courses Taught:

- **Inquiry into Classroom Practice for Secondary English Language Arts & Social Science Teachers: A Focus on Writing**, (Master-level course): Developed course syllabus including assignments and readings; mentor beginning teachers on designing and conducting classroom inquiry; lead workshop sessions; assess student work.
- **Inquiry into Classroom Practice for Secondary Social Science Teachers**, (post-baccalaureate credential-level course): Developed course syllabus including assignments and readings; mentored preservice teachers on designing and conducting classroom inquiry; led workshop sessions; assessed student work.

Associate Instructor, University Writing Program, UC Davis, Summer Session II, 2012.

Course Taught:

- **Writing in the Professions: Elementary and Secondary Education**, (upper-division, undergraduate course; satisfied upper-division writing requirement): Developed course syllabus including assignments and readings; planned and led class sessions; assessed student writing.

Associate Instructor, School of Education, UC Davis, 2010-2011.

- **Secondary English Language Arts Practicum** (Appointed position to serve as primary supervisor for six English Language Arts credential students): Observed preservice teachers on a bi-weekly basis and led de-brief sessions with each after; communicated regularly on student progress with resident classroom teachers; provided instructional resources and guidance to preservice teachers

Teaching Assistant, School of Education, UC Davis, 2007-2008; 2010 & 2011.

Courses Supported:

- **Inquiry into Classroom Practice for Secondary Teachers of English Language Arts** (post-baccalaureate credential-level course): Mentored preservice teachers on designing and conducting classroom inquiry; led workshop sessions; assessed student work.
- **Social and Philosophical Foundations of Education**, (upper-division, undergraduate course): Led weekly discussion sessions related to course content; assessed student work.

PUBLICATIONS

Wahleithner, J. M. (2024). Engagement in Continuous Improvement in Service of Accreditation Leads to More Nuanced Understandings of Data. In S. Read & L. McKee (Eds.) *Using Data for Continuous Improvement in Educator Preparation*. Meyers Education Press.

Wahleithner, J. M. (Summer 2023). Fresno Assessment of Student Teachers 2.0: Locally-Controlled TPA Allows for Opportunities to Learn. *California Council on Teacher Education News*.

Mateo-Girona, M. T., & **Wahleithner, J. M.** (2023). Multimodal argumentation in teacher training courses to connect theory with practice (La argumentación multimodal en los cursos de formación docente para conectar la teoría con la práctica). *Revista de Educación a Distancia*.

Wahleithner, J. M., & Miller, L. (2022). Rethinking the Resources of Culturally and Linguistically Diverse Elementary Students in a preservice Teacher Education Program. *Educatio Siglio XXI*.

Wahleithner, J. M., Stowell, L., Suyeyasu, K., Dewar, T., & Kittle, P. (2021). CWP Response to Conley's "Imagining the Future of Literacy Instruction in California:" An Invitation to Engage. *California English*. 27(2), 10-11.

Peitzman, F., **Wahleithner, J. M.**, & Wolfe, J. (2021). Virtually full-hearted: Writing Projects. *California English*, 26(4), 6-9.

Billen, M. T., Soltero-Lopez, A., Hart, S., **Wahleithner, J. M.**, 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. R. Helfrich & S. L. Hartman (Eds.) *Exemplary Clinical Models of Teacher Education*. Information Age Publishing.

Paul, M., Torgerson, C., Tracz, S., Coy, K., & **Wahleithner, J.** (2020). Engaging the Control-value Theory: A New Era of Student Response Systems and Formative Assessment to Improve Student Achievement. *Research in Learning Technology*.

Wahleithner, J. M. (2020). The high school-college disconnect: Examining first-generation college students' perceptions of their literacy preparation. *Journal of Adolescent & Adult Literacy*. doi: 10.10002/jaal.1057

Wahleithner, J. M. (2018). Five portraits of teachers' experiences teaching writing: Negotiating knowledge, student need, and policy. *Teachers College Record*, 120(01302), 60 pages.

Bennett, L., Athanases, S., & **Wahleithner, J. M.** (2015). "Like a ball and glove": Teachers' conceptions of the promise and challenges of conducting classroom inquiry. *Action in Teacher Education*.

Athanases, S. Z., Bennett, L. H., & **Wahleithner, J. M.** (2015). Adaptive teaching for English Language Arts: Following the pathway of classroom data in preservice teacher inquiry. *Journal of Literacy Research*.

Wahleithner, J.M. (2014). The National Writing Project's Multimodal Assessment Project: Development of a framework for thinking about multimodal composing. *Computers and Composition*.

Athanases, S. Z., **Wahleithner, J. M.**, & Bennett, L. H. (2013). Learning about English learners' content understandings through teacher inquiry: Focus on writing. *The New Educator*, 9(4), 304-327.

Athanases, S. Z., Bennett, L. H., & **Wahleithner, J. M.** (2013). Fostering data literacy through preservice teacher inquiry in English language arts. *The Teacher Educator*, 48(1), 8-28.

Athanases, S. Z., Bennett, L. H., & **Wahleithner, J. M.** (2013). Responsive teacher inquiry for learning about adolescent English Learners as developing writers. In L. C. de Oliveira & T. Silva (Eds.), *L2 writing in secondary classrooms: Student experiences, academic issues, and teacher education*. Routledge.

Athanases, S. Z., **Wahleithner, J. M.**, & Bennett, L. H. (2012). Learning to attend to culturally and linguistically diverse learners through data in preservice teacher inquiry. *Teachers College Record*, 114(7), 50 pages.

Athanases, S. Z., & **Wahleithner, J. M.** (2012). Educators' conceptions of academic literacy and language. In C. Faltis & B. Arias (Eds.), *Academic language and second language learning*. Charlotte, NC: Information Age Publishing.

White Paper

California Council on Teacher Education Literacy Workgroup (chair of workgroup). (2024). ScienceS of Reading.

Research Reports to Sponsor

Kurlaender, M., **Wahleithner, J. M.**, & Krausen, K. (2016). *Literacy development and school reform at Kit Carson middle school: Final evaluation report*. California Academic Partnership Program, California State University: Long Beach, CA.

Wahleithner, J. M. (2014). *Focus on critical reading and analytical writing: Implementing the Common Core Standards: Final Evaluation Report*. California Postsecondary Education Commission: Sacramento, CA.

Kurlaender, M., **Wahleithner, J. M.**, & Krausen, K. (2012). *Literacy development and school reform at Kit Carson middle school: Midcourse evaluation report*. California Academic Partnership Program, California State University: Long Beach, CA.

Kurlaender, M., Biag, M., & **Wahleithner, J. M.** (2011). *Literacy development and school reform at Kit Carson middle school: Year one evaluation report*. California Academic Partnership Program, California State University: Long Beach, CA.

Marlink, J. & **Wahleithner, J. M.** (2011). *Improving students' academic writing: Final report for National Writing Project Local Sites Research Initiative, Cohort V*. National Writing Project, Berkeley, CA.

MANUSCRIPTS IN REVIEW & IN PREPARATION

Wahleithner, J.M., & Bennett, L. H. (in preparation). Understanding the Trajectory of Pre-Service Teachers' Development of an Inquiry Stance.

Wahleithner, J.M., & Soltéro-Lopez. A. (in preparation). Flipping the script: Using community cultural wealth to challenge the “remedial” label.

CONFERENCE PRESENTATIONS

First Steps Toward Building Collaboration Among Stakeholders within a Teacher Education Program. *American Educational Research Association Annual Meeting*. Philadelphia, PA, April 14, 2024.

Enhancing and Deepening School Partnerships to Support Educator Development Using the AAQEP Standards. California Council on Teacher Education *Spring Policy Action Network*. With Debbie Meadows & Reyes Quezada. March 11, 2024.

Developing a System of Continuous Improvement Across Educator Preparation Programs. Poster presented at *American Association of Colleges of Teacher Education*. Denver, CO, February 17, 2024.

Locally-Controlled Teaching Performance Assessment as Opportunity for Program and Candidate Learning. *American Educational Research Association Annual Meeting*. Chicago, IL, April 13, 2023.

Scaffolding the QAR Process: Lessons Learned from Supporting Nine Preparation Programs at One Institution. *Association for Advancing Quality in Educator Preparation Quality Assurance Symposium*. Indianapolis, IN, February 23, 2023.

Re-Humanizing Educator Preparation through Accreditation. *California Council on Teacher Education Fall Conference*. With Debbie Meadows, Brad Damon, Sylvia Read, & Heather Horsley. San Diego, CA, October 20, 2022.

- Examining the AAQEP Accreditation Experience: Moving Towards Authentic Program Inquiry. *American Educational Research Association Annual Meeting*. With Debbie Meadows, Brad Damon, & Heather Horsley. San Diego, CA, April 23, 2022.
- Beyond Compliance: Three Universities' Use of Accreditation to Rethink, Reshape, and Reimagine What We Do. *American Association of Colleges of Teacher Education*. With Debbie Meadows, Brad Damon, & Heather Horsley. New Orleans, LA, March 5, 2022.
- Flipping the Script: Using Community Cultural Wealth to Challenge the "Remedial" Label. Accepted for presentation at *American Educational Research Association Annual Meeting*. With Ana Soltéro-Lopez. 2020.
- Pathways to Leadership: Stories from the California Writing Project. *LeadLearn 2020*. With Peter Kittle, Tim Dewar, Laurie Stowell, Jackie Smith, Hillary Walker, & Jenn Wolfe. San Diego, CA, March 4, 2020.
- Understanding the trajectory of preservice teachers' development of an inquiry stance. *American Educational Research Association Annual Meeting*. Toronto, Canada, April 5-7, 2019.
- Disrupting deficits through extended engagements with inquiry in preservice. *American Educational Research Association Annual Meeting*. With Lisa H. Bennett & Cathy Yun. Toronto, Canada, April 5-7, 2019.
- Finding their academic voices: Tracing the development of two first-generation Latina writers. *American Educational Research Association Annual Meeting*. New York, NY, April 14, 2018.
- Rethinking the resources of culturally and linguistically diverse elementary students in a preservice teacher education program. *California Council of Teacher Education*. With Libbi Miller. San Diego, CA, October 18, 2018.
- Enduring commitment to college: First generation students' journeys from middle school to adulthood. *American Educational Research Association Annual Meeting*. With Kelsey Krausen & Michal Kurlaender. New York, NY, April 16, 2018.
- Supporting new teachers in their instruction of writing: Examining the mentoring model of San Joaquin Valley Writing Project's New Teachers' Writing Collaborative. *CLEAR Sixth Annual Mentoring Summit*. With Jaclyn Smith. California State University Fresno, Oct. 7, 2017.
- The high school-college disconnect: Examining first-generation students' perspectives on their experiences as college writers. *American Educational Research Association Annual Meeting*. San Antonio, TX, May 1, 2017.
- The impact of participation in Early Start on students' literacy practices. *American Educational Research Association Annual Meeting*. San Antonio, TX, May 1, 2017.
- Toward focus group as self-study method. *American Educational Research Association Annual Meeting*. San Antonio, TX, April 29, 2017.
- The transition to college: Examining the literacy practices of first-generation college students. *Literacy Research Association Annual Conference*. Nashville, TN, November 30, 2016.

- The impact of context on how writing gets taught. *American Educational Research Association Annual Meeting*. Washington, DC, April 10, 2016.
- Investigating a literacy-focused professional development effort: What happens when key elements are missing. *American Educational Research Association Annual Meeting*. With Kelsey Krausen & Michal Kurlaender. Washington, DC, April 8, 2016.
- Exploring high school English teachers' perceptions of their preparation for and practice of teaching writing. Accepted for presentation at the *American Educational Research Association Annual Meeting*. Chicago, IL, April 2015.
- Exploring the development of teacher knowledge and self-efficacy for teaching. Accepted for presentation at the *American Educational Research Association Annual Meeting*. With Kelsey Krausen & Michal Kurlaender. Chicago, IL, April 2015.
- Understanding high school writing instruction: Examining the role of context in what gets taught. *National Council of Teachers of English Annual Convention*. Washington, DC, November 22, 2014.
- Exploring practices and tools for conducting teacher inquiry. *National Writing Project Annual Meeting*. Washington, DC, November 20, 2014.
- How youth perceive the importance of college: A descriptive analysis of information sources. *American Educational Research Association Annual Meeting*. With Manuelito Biag, Kelsey Krausen, & Michal Kurlaender. Philadelphia, PA, April 3, 2014.
- Five Portraits of Teachers' Experiences Teaching Writing: Negotiating Knowledge, Student Need, and Policy. *American Educational Research Association Annual Meeting*. Philadelphia, PA, April 7, 2014.
- How youth perceive the importance of college: A descriptive analysis of information sources. Accepted for presentation at *Sociology of Education Association Annual Meeting*. With Manuelito Biag, Kelsey Krausen, & Michal Kurlaender. Asilomar, CA, February 21, 2014.
- Examining how knowledge of writing instruction impacts teachers' abilities to negotiate policy. *American Educational Research Association Annual Meeting*. San Francisco, CA, April 30, 2013.
- Teachers' evolving conceptions of the relationship between teaching and teacher inquiry. *American Educational Research Association Annual Meeting*. With Steven Z. Athanases & Lisa H. Bennett. San Francisco, CA, April 30, 2013.
- Learning about English learners' content understandings through teacher inquiry: Focus on writing. *American Educational Research Association Annual Meeting*. With Steven Z. Athanases & Lisa H. Bennett. San Francisco, CA, May 1, 2013.
- High school teachers' instruction of writing: Negotiating knowledge, student need, and policy. *American Educational Research Association Annual Meeting*. Vancouver, BC, April 14, 2012.
- Preservice teacher inquiry and content knowledge for teaching. *American Educational Research Association Annual Meeting*. With Steven Z. Athanases & Lisa H. Bennett. Vancouver, BC, April 14, 2012.

- Fostering data literacy through preservice teacher inquiry in English Language Arts. *American Educational Research Association Annual Meeting*. With Steven Z. Athanases & Lisa H. Bennett. Vancouver, BC, April 14, 2012.
- Preservice teacher inquiry and its role in developing content knowledge for teaching English Language Arts. *National Council of Teachers of English*. Paper presentation with Steven Z. Athanases & Lisa H. Bennett. Chicago, IL, November 18, 2011.
- Learning to generate practice based evidence through preservice teacher inquiry. *American Educational Research Association Annual Meeting*. With Steven Z. Athanases & Lisa H. Bennett. New Orleans, LA, April 11, 2011.
- Developing adaptive expertise through preservice teacher inquiry in English Language Arts. *American Educational Research Association Annual Meeting*. With Steven Z. Athanases & Lisa H. Bennett. New Orleans, LA, April 10, 2011.
- Improving students' analytical writing: Lessons learned. With Jayne Marlink, Brooke Nicolls, & Rochelle Ramay. *National Writing Project Annual Meeting*, Orlando, FL, Nov. 18, 2010.
- Developing and sustaining site leadership. With Denise Hinson & Rick VanDeWeghe. *National Writing Project Annual Meeting*, Orlando, FL, Nov. 19, 2010.
- Learning to attend to culturally and linguistically diverse learners through data in preservice teacher inquiry. With Steven Z. Athanases & Lisa H. Bennett. *American Educational Research Association Annual Meeting*, Denver, CO, May 2, 2010.
- Linking classroom practices to students' home literacies: How do regional educators conceive of and utilize students' out of school literacies? With Steven Z. Athanases. *American Educational Research Association Annual Meeting*, Denver, CO, May 2, 2010.
- Creating a collaborative community for teachers to develop conceptual understandings of academic writing and academic writing pedagogy. *American Educational Research Association Annual Meeting*, Denver, CO, April 30, 2010.
- Assume the power to do what you know: Rethinking professional development. *Conference on College Communication and Composition*. With Stephanie Paterson. Louisville, KY, March 19, 2010.
- What is analytical writing? *California Association of Teachers of English James Gray Memorial Pre-Convention*, Los Angeles, CA, Feb. 11, 2010.
- Learning about our work through local site research. With Jayne Marlink. *National Writing Project Annual Meeting*, Philadelphia, PA, Nov. 20, 2009.
- Academic literacy: Defining and developing educators' understandings and practice. With Steven Z. Athanases. *American Educational Research Association Annual Meeting*, San Diego, CA, April 15, 2009.
- Taking the fear of research out of teacher research. With Stephanie Paterson & Laurie Fox. *Writing Research Across Borders*. Santa Barbara, CA, Feb. 5, 2005.

INVITED PRESENTATIONS & WORKSHOPS

- From R1s to Teaching-Focused Institutions: Finding the Right Faculty Role and Environment. Presented at the *American Association of Colleges of Teacher Education*

- Holmes Scholar Preconference*. Denver, CO. February 15, 2024.
- Fresno Assessment of Student Teachers: An Overview of the Affordances and Challenges. *California Commission on Teacher Credentialing Commission Meeting*. Sacramento, CA. June 16, 2022.
- What bugs me? Working to Improve the Teaching and Learning of Writing. *Provost's Award Lecture Series*. CSU Fresno, Fresno, CA. November 4, 2020.
- iPOP/Puzzles of Practice: An Overview of the iPOP Course Series. *Multiple Subject Program Meeting*. CSU Fresno, Fresno, CA. November 20, 2019.
- Using Mentor Texts to Engage Students. Invited lecturer for Every Neighborhood Partnership's Read Fresno mentor class session. CSU Fresno, Fresno, CA. Nov. 7, 2019.
- Fresno State as Home: Finding Support & Building Connections. *New Student Convocation*. CSU Fresno, Fresno, CA. August 19, 2019.
- Communication as the Key to Connecting with Students. *Student Success Summit*. CSU Fresno, Fresno, CA. March 27, 2019.
- Using Mentor Texts to Construct Arguments. Invited lecturer for Reading & Beyond Class Session. CSU Fresno, Fresno, CA. March 21, 2019.
- Adopting an Inquiry Approach in the Invitational Summer Institute. *National Writing Project Annual Meeting*. With Karen Yelton-Curtis & Trish Renfro. Atlanta, GA, November 17, 2017.
- Supporting new teachers in their instruction of writing: San Joaquin Valley Writing Project's New Teachers' Writing Collaborative. *California Writing Project Directors' Meeting*, With Jaclyn Smith. University of California, Davis. September 23, 2017.
- Supporting new teachers in their instruction of writing: San Joaquin Valley Writing Project's New Teachers' Writing Collaborative. California Subject Matter Project Conference, *LeadLearn2016*. With Jaclyn Smith. University of California, Los Angeles. October 4, 2016.
- An evaluation of Fresno State's First Year Experience Program: Examining the program's impact on overall student success and student literacy development. *2016 Kremen School of Education & Human Development Spring Research Colloquium*. CSU Fresno, Fresno, CA. April 4, 2016.
- What Does It Mean to Teach Writing? *San Joaquin Valley Writing Project Workshop on Writing*. CSU Fresno, Fresno, CA. October 24, 2015.
- The Teaching of Literacy: Examining How Teachers Develop Knowledge of Literacy and What They Do When They Have That Knowledge. *2015 Doctoral Program in Educational Leadership at Fresno State Faculty Research Colloquium*. CSU Fresno, Fresno, CA. October 10, 2015.
- Scaffolding Argumentative Writing. *UC Davis English Language Arts Methods Seminar Guest Speaker*. UC Davis, Davis, CA. November 14, 2013.
- High School Teachers' Instruction of Writing: Negotiating Knowledge, Student Need, and Policy. *UC/ACCORD Conference*. Lake Arrowhead, CA. November 9, 2013.

Evaluate and judge: Developing students' abilities to evaluate. *San Jose Area Writing Project Saturday Seminar*. San Jose State University, San Jose, CA. November, 2012.

Developing habits of mind for success in school and beyond. *Pacific Coast Teacher Innovation Network Annual Meeting*. UC Davis, Davis, CA. May, 2012

Building on students' current knowledge and understandings to teach academic writing. *Great Valley Writing Project Summer Institute*. Stockton, CA. June, 2008.

Dazzling descriptions. *Waterford School Writing Conference*. Waterford, CA, March, 2007.

Strengthening writing through differentiated revision groups. *Great Valley Writing Project Summer Institute*. Stockton, CA. July, 2006.

RESEARCH EXPERIENCE

Principal Investigator, (May 2023-present), *An Examination on the Impact of FAST on Teacher Development and Program Practices*

- Examine impact of Fresno Assessment of Student Teacher (FAST), Fresno State's California Commission on Teacher Credentialing-approved teaching performance assessment on faculty and coach instructional practices and candidate learning

Principal Investigator, (July 2017-present), *San Joaquin Valley Writing Project*, funded annually through grants from the California Writing Project on behalf of the California Subject Matter Projects (University of California Office of the President) and the Every Student Succeeds Act (\$71,267 annually)

- Oversee work of local site of California Writing Project, including implementation of programs to support the teaching and learning of writing for teachers, students, and families throughout the region; support the ongoing development of SJVWP Teacher Leaders through Advanced Institutes, including the Invitational Summer Institute; construct annual reports for CWP Advisory Board

Principal Investigator, (July 2020-June 2022), *San Joaquin Valley Writing Project*, supplemental funding from the California Writing Project on behalf of the California Subject Matter Projects (University of California Office of the President) (\$69,675)

- Plan for and oversee additional work by San Joaquin Valley Writing Project specifically targeted to support the needs of new teachers, teaching writing in virtual settings, teaching argument writing, and using writing to support students social and emotional health; construct and submit annual report to CWP Advisory Board

Principal Investigator, (September 2020-June 2021), *Panda Fellows New Teacher Network*, funded by the National Writing Project (\$5,000)

- Create and oversee program designed to support 5 early career teachers' development of knowledge to teach writing and their creation of a family literacy event at their school site; attend monthly meetings with funder; construct annual report for National Writing Project

Principal Investigator (February 2017-August 2018), *San Joaquin Valley Writing Project's College, Career, and Community Writers' Program*, funded by the National Writing Project SEED grant (\$20,000)

- Oversee implementation of National Writing Project's College, Career, and Community Writers' Program in the local context with secondary teachers; collect and analyze relevant data related to teacher learning; oversee teachers' collection, analysis, and use of student data to inform instruction; construct report based on findings for research sponsor.

Co-Principal Investigator, (July 2016-June 2017), *San Joaquin Valley Writing Project*, funded annually through grants from the California Writing Project on behalf of the California Subject Matter Projects (University of California Office of the President) and the Every Student Succeeds Act (\$59,619 annually)

- Oversee work of local site of California Writing Project, including implementation of programs to support the teaching and learning of writing for teachers, students, and families throughout the region; support the ongoing development of SJVWP Teacher Leaders through Advanced Institutes, including the Invitational Summer Institute; construct annual reports for CWP Advisory Board

Principal Investigator (December 2015-June 2020), *An Evaluation of Fresno State's First Year Experience Program: Examining the Program's Impact on Overall Student Success and Student Literacy Development*, funded by Kremen School of Education Dandoy grant and California State University Chancellor's Office Research, Scholarship, & Creative Activities Award

- Examine impact of participation in First Year Experience cohort program on underrepresented minority students' future success at the university by analyzing student grades, retention, and time to graduation; conduct and analyze interviews with 19 case study participants three times each academic year.

Research Team Member (July 2015-present), *Tracking the Pathways of 100 Urban Youth From 8th Grade to Adulthood*, with Michal Kurlaender (PI) and Kelsey Kurlaender

- Develop protocols for interviews at three points in students' educational trajectories; locate and interview student in eighth grade, high school, and post-high school; analyze interview data; work with school district to obtain test score data for students; work with research team to write findings from data analyses.

Postdoctoral Researcher (June 2014-June 2015) & **Research Assistant** (2011-May 2014), *An Evaluation of Literacy Development and School Reform in the Middle Grades*, with Michal Kurlaender (PI), funded by California Academic Partnership Program.

- Collect and analyze field notes from teacher collaborative meetings; conduct and analyze interviews and focus group discussions with teacher participants, school principal, and project coordinators; analyze annual student test score data quantitatively; co-authored research reports to project sponsor.

Research Assistant, *Teacher Inquiry Project*, with Steven Z. Athanases (PI) and Lisa Bennett, 2009-2015.

- Assisted with field note collection and analysis; analyzed interview, survey, and teacher inquiry data collected over six years from pre-service English teachers; wrote literature reviews and case studies related to research foci; helped develop conceptual frameworks and co-authored research manuscripts.

Project Director, *Evaluation of Focus on Analytical Writing and Critical Reading: Implementing the Common Core Standards*, funded by California Postsecondary Education Commission; 2011-2014.

- Designed data collection and analysis plan for two-year evaluation of professional development program; collect and analyze ethnographic field notes at monthly professional development meetings; collect and analyze participant reflections from each meeting; collect and analyze assignment samples submitted monthly by participating teachers.

Research Assistant, *Academic Literacy Project*, with Steven Z. Athanases (PI), 2008-2011.
• Assisted with field note collection and analysis; collected and analyzed open-ended survey data (2008); designed survey instrument and analyzed responses (2009); co-authored research manuscripts from project data.

Research Director, *Improving Students' Academic Writing with California Writing Project*, with Jayne Marlink, funded by National Writing Project Local Sites Research Initiative, 2008-2010.

• Collected and analyzed ethnographic field notes from year-long professional development meetings; conducted and analyzed interviews and focus group discussions with participants; collected and analyzed student scores from two outside writing assessments of participating and comparison teachers' students using Repeated Measures ANOVA; co-authored research report to project sponsor.

GRANTS TO SUPPORT RESEARCH

Kremen School of Education Dandoy grant, one-course research support plus \$1500, Spring 2018.

California State University Chancellor's Office Research, Scholarship, & Creative Activities Award, \$5000, Summer 2016.

Kremen School of Education Dandoy grant, \$5000, Spring 2016.

University of California All Campus Consortium on Research for Diversity (UC/ACCORD) \$10,000 Dissertation Fellowship, 2012-2013.

PROFESSIONAL DEVELOPMENT

California State University Continuous Improvement Collaborative, participate in quarterly meetings with other CSU representatives led by CSU Educator Quality Center focused on continuous improvement efforts in teacher education; presented a problem of practice for group discussion, Spring 2022-present.

Association for Advancing Quality in Educator Preparation (AAQEP) Institute, attended two-day institute led by AAQEP leaders focused on deepening knowledge of continuous improvement in service of accreditation, Kansas City, MO, September 22-23, 2022.

Advancing Inclusive Mentoring (AIM), participated in 15-hour professional learning community focused on developing faculty's skills in promoting student success through positive and inclusive mentoring, Fall 2023.

Fresno State Virtual Summer Institute for Online Teaching, participated in three-week intensive course to further develop knowledge and skills to create effective online learning spaces, June 8-28, 2020.

California Conference on Teacher Education: Integrating Social Emotional Learning and Culturally Responsive and Sustaining Teaching Practices into Teacher Education, attended three-day conference to connect with other Teacher Educators and learn more about efforts across the state, October 17-19, 2019.

Fresno State Faculty/Staff Mentor Program, accepted to participate in campus-wide faculty mentor program; included regular cohort meetings with campus leaders and monthly meetings with mentor, September 2019-May 2020.

California Multi-Tiered Systems of Support Professional Learning Institute, attended two-day conference to learn more about statewide efforts related to Multi-Tiered Systems of Support, July 29-30, 2019.

California State University Chancellors Office Institute for Teaching and Learning Summer Retreat: Building Capacity to Create Equitable Learning Environments, represented Fresno State at two-day retreat, June 11-12, 2019.

CSU Channel Islands Online Teaching Preparation Program, participated in intensive 10-week two-course series focused on developing knowledge of creating effective online learning spaces in preparation for teaching online courses, Summer 2018.

Fresno State Service-Learning Summer Institute, attended one-week intensive institute with colleagues to re-design course to incorporate meaningful Service-Learning activities, May 21-25, 2018.

Fresno State NVIVO Faculty Learning Community, participated in faculty learning community focused on developing knowledge of qualitative coding software, Fall 2016-Spring 2017.

Fresno State Equity & Social Justice Faculty Reading Group, participated in faculty reading group, reading assigned texts focused on issues related to equity and social justice, Fall 2016-Spring 2017.

Fresno State Universal Design for Learning Faculty Development Workshops, participated in faculty workshops focused on developing knowledge of principles of Universal Design for Learning, Sept. 9 & Sept. 16, 2016.

Fresno State Strategic Teacher Education Partnership (STEP) Summer Academy, participated in two-week summer academy focused on partnering liberal studies faculty with K-6 teachers to improve instruction in liberal studies courses, June 27-July 8, 2016.

Fresno State DISCOVERe Faculty Learning Community & Summer Institute, participated in sessions throughout semester plus one-week summer institute focused on integrating tablets into course instruction, Spring semester 2016 & June 13-17, 2016.

AERA Division K New Faculty Pre-Conference, selected to participate in two-day workshop focused on early career development for new faculty in Teacher Education, April 7-8, 2016.

Fresno State Service-Learning, participated in faculty workshops to learn about Service-Learning and how to incorporate meaningful Service-Learning experiences into courses, Fall 2015-Spring 2016.

AERA Division K Graduate Seminar, selected to participate in two-day workshop focused on supporting graduate students engaging in research related to Teacher Education, April 12-13, 2012.

UC Davis Professors for the Future Fellowship, selected to participate in yearlong fellowship designed to transition advanced graduate students into the role of professors; led quarter-long writing workshop for social science graduate students focused on understanding genres of academic writing, Sept. 2011-June 2012.

University of California Educational Evaluation Center (UCEC) Institute for Training in Educational Evaluation, selected to participate in three-day workshop focused on developing expertise in program evaluation, June 21-23, 2011.

K-12 PROFESSIONAL DEVELOPMENT LEADERSHIP & ADMINISTRATION

Associate Executive Director, California Writing Project, (June 2018-present)

- Collaborate with Executive Committee to oversee and provide support to statewide network of 15 California Writing Project sites, including overseeing statewide budget, planning and facilitating monthly director meetings and twice-yearly directors' retreats, engaging in strategic planning in response to current issues in education, planning ongoing professional learning opportunities for CWP site leaders, engaging in advocacy at the local, state, and national levels, and coordinating state-level one-day conference; facilitate monthly session for seven new site directors to provide targeted support.

Director, San Joaquin Valley Writing Project, CSU Fresno, (June 2018-present).

- Oversee work of local site of National Writing Project; oversee multiple grants, budgets, and reporting; apply for relevant grants to support work of site; engage in advocacy with local, state, and national legislators; develop partnerships with local schools and districts to design relevant professional development experiences for K-12 teachers; collaborate with two other site leaders (K-12 educators) to facilitate annual four-week Invitational Summer Institute for accepted PreK-16 educators; meet with Leadership Team approximately three times per semester to plan professional development for regional teachers and students; organize and facilitate twice-yearly leadership planning retreats; assemble and meet annually with Advisory Board.

Co-Director San Joaquin Valley Writing Project, CSU Fresno, (Spring 2016-May 2018).

- Worked closely with co-director to oversee work of local site of National Writing Project, including preparing budgets and overseeing grants and working with site leaders to plan professional development opportunities for local educators.

Co-Director (2012-2014), California Writing Project (statewide network of 16 regional National Writing Project sites), UC Berkeley.

- Worked closely with Executive Director to oversee work of statewide network of regional California Writing Project sites, including preparing resources to support teachers in responding to state-adopted Common Core Standards, planning and facilitating director meetings and site leader retreats, and coordinating advocacy efforts in response to state legislation.

Associate Director (2009-2015) & Teacher Consultant (2002-present), Great Valley Writing Project, CSU Stanislaus.

- Helped to guide and support work of local Writing Project site; guided local, state, and national advocacy efforts for site; represented site at state and national meetings; planned and provided professional development workshops and workshop series for local educators.

Mentor & Co-Facilitator, Great Valley Writing Project Summer Invitational Institute, Summer 2008, Summer 2010, & Summer 2012.

- Collaborated with Project Director to lead four-week leadership institute including leading institute activities; participated in interviews to guide selection of Summer Fellows; provided ongoing mentorship to small group of Summer Fellows each summer.

Chair of Planning Committee, Academic Literacy Summit, School of Education, UC Davis (2010-2012; Co-Chair 2009).

- Guided team of local education stakeholders, including university faculty and district and county-level administrators to plan annual one-day conference for regional K-16

educators focused on developing students' academic literacy; created annual call for proposals and led effort to review submissions; planned conference schedule; provided support to speakers; guided data collection to inform future Summit planning

Coordinator, Kennedy High School, Sacramento City Unified Cohort 8 Professional Development, Area 3 Writing Project, Sept. 2008-June 2012.

- Planned and provided monthly professional development workshops focused on instruction of writing; collaborated with English department chair to determine site needs and specific focus for work; collaborated with other Area 3 Writing Project Teacher Leaders to plan and provide one-week summer institute for teachers from across district.

Coordinator, *Engaging Secondary Students in Academic Writing*, Great Valley Writing Project, CSU Stanislaus, 2008.

- Planned and facilitated one-week workshop for local educators focused on developing students' academic writing

Coordinator, *Professional Learning Leadership Academy*, Great Valley Writing Project, CSU Stanislaus, 2007-2014.

- Coordinated annual three-day summer Advanced Institute for Writing Project Teacher Leaders; collaborated with other site leaders to plan content.

Co-Coordinator, *Mini Summer Institute*, Great Valley Writing Project, CSU Stanislaus, 2008, 2009, & 2011.

- Collaborated with GVWP Teacher Leaders to plan and facilitate annual one-week Summer Institute for regional educators focused on developing knowledge of writing instruction, including leading workshops, guiding reading discussions, supporting participants in their writing.

Differentiated Instruction Language Arts Coach (one-period release), Tokay High School Lodi, CA, 2004-2006.

- Guided team of English teachers in lesson study to support incorporation of differentiated instruction strategies; provided workshops for faculty across campus; collaborated with differentiated instruction coaches across district

Co-Coordinator, Reading Institute for Academic Preparation, CSU Stanislaus, CA, 2003-2004.

- Collaborated with GVWP Teacher Leaders to plan and facilitate CSU-funded yearlong institute for secondary teachers focused on improving students' academic reading and writing, including planning and leading workshop sessions and supporting participants in yearlong case studies of focal students based on application of content presented

ACADEMIC LEADERSHIP AND SERVICE

College & University Committees & Service

Chair, Search Committee for Bilingual/Bicultural and Biliteracy Education (Spanish Language) Assistant Professor faculty member, California State University, Fresno, 2023-2024.

Chair, Search Committee for Early Childhood Education Assistant Professor faculty members, California State University, Fresno, 2022-2023.

On-Campus Faculty Representative, Sociology Program Review Committee, California State University, Fresno, Fall 2022.

Chair (Fall 2021-present) & Department Representative, University Senate Sub-Committee on the Teaching of Writing, California State University, Fresno, 2015-present.

Department Representative, Literacy, Early, Bilingual, & Special Education Personnel Review Committee, California State University, Fresno, Fall 2022.

Chair, Multiple Subject Program Coordinator Selection Committee, Kremen School of Education & Human Development, California State University, Fresno, Fall 2022.

Member, Search Committee for Bilingual Authorization Program Spanish and Hmong faculty members, California State University, Fresno, 2021-2022.

Member, Faculty Leave Review Committee, Literacy, Early, Bilingual, & Special Education Department, California State University, Fresno, Fall 2021.

Member, Department Institutional Review Board Committee, Literacy, Early, Bilingual, & Special Education Department, California State University, Fresno, Fall 2020-present.

Dean's Untenured Faculty Member Appointment, Search Committee for Kremen School of Education Associate Dean, Spring 2021.

Equal Employment Opportunity Member, Search Committee for English Department Writing in the Disciplines faculty member, California State University, Fresno, 2019-2020.

Department Representative, Development Committee, Kremen School of Education & Human Development, California State University, Fresno, 2018-present.

Member, Search Committee for Elementary Literacy in Multicultural Contexts faculty member, California State University, Fresno, 2017-2018.

Executive Planning Committee Member, *Annual César Chávez Education Conference: Si Se Puede: Working with Communities for Inquiry and Equity*, California State University, Fresno, March 25, 2017.

Member, Development Committee, Kremen School of Education and Human Development, California State University, Fresno, 2016-present.

Member, Qualifying Exam Committee, Doctoral Program in Education Leadership at Fresno State, California State University, Fresno, 2016-2019.

Application Evaluator, Smittcamp Honors College, California State University, Fresno, 2015-2018.

Member, Critical Thinking Assessment Core Competency Ad Hoc Committee of the Academic Senate, California State University, Fresno, Spring 2015.

Member, Search Committee for Writing in K-8 Liberal Studies faculty member, California State University, Fresno, 2015-2016.

Appointed Member, Liberal Studies Program Committee, California State University, Fresno, 2015-2017.

Student Representative, Designated Emphasis in Writing, Rhetoric, and Composition Studies Executive Committee, UC Davis, September 2011-June 2012.

Member and Focus Group Coordinator, Committee to Improve Undergraduate Program, School of Education, UC Davis, 2007-2008.

Secretary and Masters Degree Program Representative, Education Graduate Students' Association, Language, Literacy, & Culture Emphasis, 2007-2009.

Appointed & Elected Positions

Chair, California Council on Teacher Education Fall 2025 Conference Planning Committee, March 2023-present.

Chair, California Council on Teacher Education Literacy Workgroup, March 2024-present.

Board of Directors, California Council on Teacher Education, March 2023-2026 (three-year elected term).

Member, Senate Bill (SB) 488 Literacy Workgroup for the California Commission on Teacher Credentialing, May-September, 2022.

Accreditation Reviews

Team Lead, Initial Accreditation Review, Association for Advancing Quality in Educator Preparation, Fall 2023 & Spring 2024.

Program Reviewer, California Commission on Teacher Credentialing, Fall 2023.

Accreditation Proposal Reviewer, Association for Advancing Quality in Educator Preparation, Fall 2022-present.

Proposal & Manuscript Reviews

Manuscript Reviewer, *Literacy Research: Theory, Methods, & Practice*. Spring 2024.

Proposal Reviewer, *American Educational Research Association* 2024 Annual Meeting proposals, Division K, Transformative Justice in Teaching and Teacher Education & Initial Teacher and Teacher Education Preparation, September 2023.

Proposal Reviewer, *American Association of Colleges of Teacher Education* 2024 Annual Meeting, Session Proposals, September 2023.

Proposal Reviewer, *California Council on Teacher Education* Fall 2023 Conference, Session Proposals, August 2023.

Proposal Reviewer, *American Educational Research Association* 2022 Annual Meeting proposals, Division K, Accreditation, Assessment & Program Evaluation in Educator Preparation SIG, & Writing & Literacies SIG, August 2021.

Manuscript Reviewer, *Educational Renaissance*, February 2021-present.

Proposal Reviewer, *American Educational Research Association* Annual Meeting proposals, Division K & Writing & Literacies SIG, September 2020.

Review Editor, *Frontiers in Education: Teacher Education section*, September 2020-present.

Manuscript Reviewer, *Educational Action Research*, February 2020-present.

Manuscript Reviewer, *Research in the Teaching of English*, September 2016-present.

Proposal Reviewer, *American Educational Research Association* Annual Meeting proposals, Division K & Writing & Literacies SIG, August 2016.

Manuscript Reviewer, *Journal of Writing Assessment*, June 2016-present.

Manuscript Reviewer, *Reading in a Foreign Language Special Issue: Connections between Second Language Reading and Writing*, March, 2015.

Manuscript Reviewer, *English Education*, 2014-present.

Manuscript Reviewer (with Dr. Steven Z. Athanases), *Reading Research Quarterly*, Feb., 2009.

Manuscript Reviewer, *Classroom Notes*, National Council of Teachers of English, 2007.

Service to Greater Education Community

Member, Policy Committee, California Council on Teacher Education, Fall 2021-present.

Advisory Member, 12th Annual Career Pathways Summit & Joint Advisory Meeting, Valley Regional Occupational Program, March 10, 2021.

Site Visitation Committee Member, Bonner Center for Character Education and Citizenship Award Program, Spring 2020.

Advisory Board Member, State Pilot Advisory Committee, Center for the Transformation of Schools, University of California, Los Angeles, 2019-present.

Peer Reviewer, California Writing Project Advisory Board Site Proposal Review Committee, April 8, 2017.

Advisory Board Member, Great Valley Writing Project, California State University, Stanislaus, 2013-2015.

Student Writing Scorer, California Writes! Scholastic Writing Awards, California Writing Project, January 2010, January 2011, & January 2012.

Student Writing Scorer, Improving Students' Academic Writing, California Writing Project, June 2008 & June 2009.

MENTORING AND ADVISING

Doctoral Advisees (2018-present):

Floridia Cheung, Ed.D. Educational Leadership (chair). Anticipated graduation May 2025.

Kymbee McKay, Ed.D. Educational Leadership (chair), *Literacy practices of teachers in two contextually different schools*. May 2023.

Hank Gutierrez, Ed.D. Educational Leadership (chair), *The enactment of culturally responsive pedagogy: A case study of one school*. May 2021.

AmyK Conley, Ed.D. Educational Leadership (chair), *What should be in a coursework replacement for the RICA?* May 2021.

Stephanie Sandoval-Peoples, Ed.D. Educational Leadership (chair), *Emergency response to COVID-19: Distance learning in California elementary schools*. May 2021.

Angelia Gil, Ed.D. Educational Leadership (committee member), *Understanding the experiences of first-generation Latinx students during the transition into community college*. May 2021.

Corrine Atkins, Ed.D. Educational Leadership (committee member), *A collective case study of hiring processes and novice teachers*. May 2021.

Sonia Wilson, Ed.D. Educational Leadership (committee member), *Trauma-Informed Leadership for Schools: A New Vision for Educational Leadership and Crisis Management*. May 2021.

Sara Soria, Ed.D., Educational Leadership (committee member), *Narratives of persistence and perseverance: Mexican American men discuss overcoming barriers to completing a four-year degree*. December 2020.

Lauren Odell, Ed.D., Educational Leadership (chair), *High-yield professional development: A case study examining job-embedded professional development for Emergent Bilinguals*. May 2020.

Hiromi Kubo, Ed.D., Educational Leadership (chair), *Effects of higher education internationalization on student learning: Student experiences and perceptions*. May 2020.

Lilia Ruvalcaba, Ed.D., Educational Leadership (chair), *How do students' math beliefs influence their math course selection at a Hispanic-serving institution?* May 2020.

Gena Gong, Ed.D., Educational Leadership (co-chair), *Asian Americans at a western university: An institutional analysis*. May 2020.

Emily Guetzoian, Ed.D., Educational Leadership (committee member), *Impacts of national panhellenic conference (NPC) sorority membership on California first-generation college students*. May 2020.

Teresa Ishigaki, Ed.D., Educational Leadership (committee member), *Examining the relationship between student support services and completion of college English in students with learning disabilities*. May 2020.

Talar Terzian, Ed.D., Educational Leadership (committee member), *Nursing students' experiences in providing patient education in the clinical setting*. May 2020.

Mary Paul, Ed.D., Educational Leadership (committee member), *Beyond clickers: Content-generating student-response systems giving students a voice in the college classroom*. May 2019.

Tina (Sajjiv) Brar, Ed.D., Educational Leadership (committee member), *Can perseverance be taught? Examining the impact of a teacher training on the perseverance and academic performance of elementary age students*. May 2019.

Janeen Goree, Ed.D., Educational Leadership (committee member), *Testing an intervention to foster academic optimism in teachers*. May 2019.

Masters Advisees (2017-present):

Kaitlyn Ortenzio, M.A., Curriculum & Instruction (project chair), *Anticipated graduation* May 2025.

Sonia Gonzalez, M.A., Curriculum & Instruction (project chair), *Examining the use of cognitive strategies on English language learners' literacy development*. Spring 2020.

Laura Montoya, M.A., Curriculum & Instruction (project chair), *The component of teacher training in alternative education*. Spring 2018.

Erica Gamino, M.A., Curriculum & Instruction (project chair), *Supporting argument writing for minority middle school students: Implementing strategies from the C3WP*. Fall 2017.

Smittcamp Honors College Scholarly Activity Advisees (2017-present):

Alyssa Melton, Liberal Studies (project advisor), Social Justice Education for Children.
Summer 2024-present.

Alyanna Quisado, Liberal Studies (project advisor), Social Justice Education for Children.
2022-2024.

Katharyn Hollingshead, Liberal Studies (project advisor), Writing *Roo Roo the Very Happy Puppy*. 2020-2021.

K-12 TEACHING & LEADERSHIP

Differentiated Instruction Curriculum Coach, Lodi Unified School District, Lodi, CA,
2006-2007

- Worked with district leadership to plan professional development for secondary English Language Arts teachers; guided teachers in lesson study; coordinated district-wide committee to develop grade-level assessments; led district-wide norming sessions; led professional development workshops focused on instruction of writing

English Teacher & Publications Adviser, Tokay High School, Lodi, CA, 1999-2006

- Taught English 9 Honors; English 10, College Prep, & Honors; Intro to Journalism; Newspaper, and Yearbook; served on district-wide committee to develop common grade-level writing assessments; served on department committee to develop articulation among grade-level English courses; led English 10 team to create common grade-level assessments; facilitated English 9 and 10 lesson study.

AWARDS, HONORS, & SPECIAL RECOGNITION

ABC-30 Nightly News. San Joaquin Valley Writing Project Provides Teacher Training in Digital Space. July 28, 2020.

Classroom Excellence Award—College, California Association of Teachers of English, February 21, 2020.

California State University Chancellor’s Office Graduation Initiative 2025: Stories of Success. Featured Profile on CSU Chancellor’s Office website. Fall 2019.

ABC-30 Nightly News. Program helps Valley teachers improve their skills through writing. July 10, 2019.

ABC-30 Nightly News. Group of first-generation students graduating from Fresno State give credit to one professor. May 8, 2019.

Provost’s Award for Promising New Faculty, Office of the Provost, California State University, Fresno, May, 2019.

Extraordinary Faculty Award, Kremen School of Education & Human Development, CSU Fresno, January, 2019.

Award for Academic Distinction, UC Davis, Graduate Group in Education, 2010.

Block Grant, UC Davis, School of Education, Winter 2010 & Fall 2010.

Travel Award, UC Davis, School of Education, Spring 2012, Spring 2011, Spring 2010 & Spring 2009.

Teacher Leadership Award, California Subject Matter Projects, March 2007.

ORGANIZATIONAL MEMBERSHIPS

CCTE (California Council on Teacher Education), member since 2019.

AERA (American Educational Research Association), member since 2007.

NCTE (National Council of Teachers of English), member since 2004.

LRA (Literacy Research Association), member since 2013.

ILA (International Literacy Association), member since 2015.

COMMUNITY INVOLVEMENT

School Site Council, Bullard Talent K-8, Fresno Unified. President (2023-2024); Vice-President (2022-2023), Fall 2022-present.

Board of Directors, St. Agnes Child Development Center, President, July 2020-present; Member, 2019-July 2020.