

Jessica Singer Early

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EDUCATION

Ph.D. in Education, University of California, Santa Barbara, 2007
Language, Literacy and Composition

Master of Arts Teaching, Lewis & Clark College, 1998
English Education Emphasis
Oregon Single Subject Teaching Credential (certified 1998-present)

Bachelor of Arts, Whitman College, Walla Walla, WA, 1994
English Major

ACADEMIC EMPLOYMENT

Arizona State University

Associate Professor, Department of English, Tempe, Arizona 2013- present
Assistant Professor, Department of English, Tempe, Arizona 2007-2013

University of California, Santa Barbara

Teaching Assistant, Writing Program, Santa Barbara, California, 2001-2005

Cleveland High School

English Language Arts Teacher, Portland, Oregon, 2000-2002

South Eugene International High School

English and Social Studies Teacher, Eugene, Oregon, 1999-2000

ADMINISTRATIVE EXPERIENCE AT ARIZONA STATE UNIVERISTY

Current

Director of English Education, Department of English, 2015-present

In this position I direct the PhD, MA, and BA English Education programs at ASU.

Director of the Central Arizona Writing Project, Arizona State University, Tempe, 2011-present

The Central Arizona Writing Project is a local site of the National Writing Project and provides professional development in the teaching of writing for K-university Arizona teachers. The site is a nationally recognized hub for research, teacher training, and youth writing. As director, I run the CAWP Invitational Summer Institute, a Young Adult Writing Project camp for grades 2-12 on three ASU campuses, and an on-going externally funded research and professional development program for teachers of writing in the greater Phoenix area. I also serve on the board of directors for the National

Writing Project to work on a national level to implement the programs of support for K-University teachers of writing.

Co-Director of the College of Liberal Arts & Sciences Humanities Early Start Program, Arizona State University, Tempe, 2015-present

Early Start is an abbreviated summer bridge program to support incoming students identified for retention in their first year of college.

Past

Associate Chair of Curriculum & Instruction, Department of English, 2013-2015, Arizona State University. In this position I was oversaw all course scheduling and curricular issues for the Department of English.

PUBLICATIONS

Notes: lead author listed first; * indicates collaborators who are graduate students

Books (Refereed)

3. Early, J. S. & Saidy, C. (2018). *Creating Literacy Communities as Pathways to Success: Equity and Access for Latina Students*. New York, NY: Routledge. Word count: 50,000.
<https://www.routledge.com/Creating-Literacy-Communities-as-Pathways-to-Student-Success-Equity-and-Early-Saidy/p/book/9780367001087>
2. Early, J. S. & DeCosta, M.* (2012). *Real world writing for secondary students: Teaching the college admission essay and other gate-openers for higher education*. New York, NY: Teachers College Press. 130 pages.
<https://www.tcpress.com/real-world-writing-for-secondary-students-9780807753866>
1. Early, J. S. (2006). *Stirring up justice: Writing and reading to change the world*. Portsmouth, NH: Heinemann. 146 pages.
<https://www.heinemann.com/products/e00747.aspx>

Books (Edited):

1. Bazerman, C., Dean C., **Early J.**, Lunsford, K., Null S., Rogers P. & Stansell A. (Eds.) (2012). *Advances in international writing research: Cultures, places, and measures*. West Lafayette, IN: Parlor Press & WAC Clearinghouse. 559 pages. DOE: 14% among each editor.
<https://wac.colostate.edu/books/perspectives/wrab2011/>

Special Issues of Journals Edited:

1. Graham, S., **Early, J.** & Wilcox, K. (2014). Writing Instruction in the Secondary Schools. *Reading & Writing: An Interdisciplinary Journal*. 27(6), 969-1117. DOE: 33% among each editor. *Reading and Writing* is one of the most highly cited journals in Education and Educational Research according to Thomson/ISI. Impact factor 3.85.

Scholarly Journal Articles (Refereed)

24. Early, J. S. (2019). A Case for Teaching Biography-Driven Writing in ELA Classrooms. *English Journal*, 108 (3), 89-94. Word count: 3,000
23. Early, J. S. & Flores, T. T*. (November, 2017). Escribiendo Juntos: Toward a Collaborative Model of Multiliterate Family Literacy in English-Only and Anti-Immigrant Contexts. *Research in the Teaching of English*. 52(2), 156-180. Word count: 10,000.

22. Alford, K.* & **Early, J. S.** (2017). Taking Time to Write!: A Teacher's Story of Writing Within a Community of Teacher Writers. *English Leadership Quarterly*, 40(2), 2-5. Word count: 3,000. **Awarded 2018 Best Article Award for ELQ:** <http://www2.ncte.org/awards/cel-elq-best-article/>
21. Early, J. S. (2017). This is Who I Want to Be!: Exploring Possible Selves by Interviewing Women in Science. *Journal of Adolescent & Adult Literacy*, 61(1), 75-83. Word Count: 6,000.
20. Early, J. S. & Saidy, C. (2016). Wrestling with the Cat Lady: Teaching Writing in an Era of Assessment. *English Journal*. 105(6), 104-106. Word count: 1,500.
19. Early, J. S. & Baker, T. (2016). Partners in Learning: Engaging the Families of English Learners. *Literacy Today*, 34(1), 12-13. Word count: 993.
18. Saidy, C. & **Early, J. S.** (2016). "You Need More Organization Bro": Relationship Building in Secondary Writing and Revision. *The Clearinghouse*. 29(2), 54-60. Word count: 3,601.
17. Early, J. S. & Flores, T. T.* (2015). Cuentos del Corazón (Stories from the Heart): An After School Writing Project for Bilingual Students and their Families. *Rethinking Schools*. 30(1), 12-19. Word count: 4, 094.
16. Early, J. S. & Saidy, C. (2014). Uncovering Substance: Teaching Revision in High School Classrooms. *Journal of Adolescent and Adult Literacy*. 58(3), 209-218. Word count: 6,428.
15. Early, J. S. (2014). Imagining the Possibilities: Improving the Teaching of Writing Through Teacher-Led Inquiry. *English Leadership Quarterly*, 36(4), 11-15. Word count: 3,085. **Award: 2015 Conference on English Leadership Honorable Mention Article.**
14. Early, J. S. & Saidy, C. (2014). A Study of a Multiple Component Feedback Approach to Substantive Revision for Secondary ELL and Multilingual writers. *Reading & Writing*, 27(6), 995-1014. Word count: 9,530.
13. Graham, S., **Early, J.** & Wilcox, K. (2014). Adolescent Writing and Writing Instruction: Introduction to the Special Issue. *Reading & Writing: An Interdisciplinary Journal*. 27(6), 969-972.
12. Early, J. S., & DeCosta-Smith, M.* (2011). Making a Case for College: A Genre-Based College Admission Essay Intervention for Underserved High School Students. *Journal of Writing Research*, 2(3), 299-329.
11. Early, J. S. (2010). 'Mi Hija, You Should Be a Writer': The Role of Parental Support and Learning to Write. *Bilingual Research Journal*, 33(3), 277-291.
10. Early, J. S., DeCosta-Smith, M.*, & Valdespino, A.* (2010). Write Your Ticket to College: A Genre-Based College Admission Essay Workshop for Ethnically diverse, Underserved Students. *Journal of Adolescent and Adult Literacy*, 54(3), 209-219. Word Count: 6,955.
9. Early, J. S. & DeCosta-Smith, M.* (2010). Demystifying College. *Educational Leadership*, 68. Word Count: 2,588, Circ. 160,000. <http://www.ascd.org/publications/educational-leadership/nov10/vol68/num03/Demystifying-College.aspx>.

8. Early, J. S. & Shagoury, R. (2010). What Supports New Urban Teachers? *Educational Leadership*, 67(8). Word Count: 1,898. <http://www.ascd.org/publications/educational-leadership/may10/vol67/num08/What-SupportsNew-Urban-Teachers.aspx>
7. Early, J. S. & Shagoury, R. (2010). Learning from the Lived Experiences of New Language Arts Teachers Working in Diverse, Urban Schools. *Teaching and Teacher Education an International Journal of Research and Studies*, 26 (4), 1049-1058.
6. Early, J. S. (2010). Character Connections: A Multi-Genre Approach to Studying *Hamlet*. *Classroom Notes Plus*, 27(3), 9-13.
5. Early, J. S. & DeCosta, M.* (2009). Inviting in the Life World: Illness Narratives and Personal and Creative Writing in Medical Education. *The Yale Journal for Humanities in Medicine*. Word count: 6,040.
4. Singer, J. & Shagoury, R. (2006). Stirring up Justice: Adolescents Reading, Writing and Changing the World. *Journal of Adolescent & Adult Literacy*, 49(4), 318-339.
3. Singer, J. (2005). Finding and Framing Teacher Research Questions: Moving From Reflective Practice to Teacher Research. *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice*, 19(3), 144-155.
2. Singer, J. & Hubbard, R. (2003). Teaching from the Heart: Guiding Adolescent Writers to Literate Lives. *Journal of Adolescent & Adult Literacy* 46(4), 326-338.
1. Singer, J. (2002). Getting Students Off the Track. *Rethinking Schools*, 17(1), 16-17.

Book Chapters (Peer Reviewed & Editorial Board Reviewed):

4. Flores, T. T.* & Early, J. S. (2017). Cuentos del Corazón (Stories from the Heart): An After-School Writing Project for Bilingual Students and their Families. In E. Barbian, G. Cornell Gonzales, & P. Mejía, Chapter 5 (pp. 209-219), *Rethinking Bilingual Education*. Milwaukee, WI: Rethinking Schools. Word count: 6,300.
3. Early, J. S. (2010). Getting students off the track. In T. Burant, L. Christensen, K. D. Salas, & S. Walters. *The new teacher book: Finding purpose, balance, and hope during your first years in the classroom*, 2nd Edition, 331-338. Milwaukee, WI: Rethinking Schools.
2. Singer, J. & Singer, G. (2007). Writing as physical and emotional healing: Findings from clinical research. In C. Bazerman (Ed.) *Handbook of writing research: History, society, school, individual, text*, 485-499. Mahwah, NY: Lawrence Erlbaum Associates.
1. Singer, J. (2000). Looking through layers: A study of Guatemala. In A. Makler and R. Hubbard (Eds.) *Teaching for social justice in the social studies classroom: Millions of intricate moves*, 43-56. Portsmouth, NH: Heinemann.

Book Reviews (Refereed)

3. Early, J. S. (2019). Review of The Lifespan Development of Writing. *Writing & Pedagogy*, 10(3), 453-455. Word count 1,051.
2. Early, J. S. (2014). Empowering Young Writers. Review of Empowering Young Writers: The

“Writers Matter Approach.” *Teachers College Record*. <http://www.tcrecord.org>. ID Number: 17584. Word count: 1,000.

1. Singer, J. (Fall, 2004). A review of Cyberactivism: Online activism in theory and practice. *Kairos*.9.1 <http://english.ttu.edu/Kairos/9.1/binder.html?reviews/singer/index.htm>

Book Chapters (Invited):

2. Early, J. S. (2012). Joining a conversation in progress: Teaching the literature review to doctoral students. In R. Shagoury and B. M. Power (Eds.). *Living the questions: A guide for teacher researchers*, 180-185. Portland, ME: Stenhouse Publishers.
1. Singer, J. (2007). Preparing students for life after high school: An interview writing Project. In T. Newkirk and R. Kent (Eds.) *Teaching the neglected R: Rethinking writing instruction in secondary classrooms*, 198-213. Portsmouth, NH: Heinemann.

Book Reviews (Invited)

3. Early, J. S. (2009). A so-called vacation [Review of the book A so-called vacation]. *Journal of Adolescent & Adult Literacy*, 53 (1). 80-81.
2. Early, J. S. (2009) Mexican white boy [Review of the book Mexican white boy]. *Journal of Adolescent & Adult Literacy*. 52 (6), 540-541.
1. Early, J. S. (2008). Under the bridge: Stories from the border [Review of under the bridge: Stories from the border], *Journal of Adolescent & Adult Literacy*. 52 (3), 259.

Public Facing Essays (Edited)

8. Gamber-Thompson, L. & Early, J.S. (September 25, 2020). “Screen-time in the age of Covid-19: Reports from the Front Lines Part III. Henry Jenkins WeBlog. <http://henryjenkins.org/blog/2020/9/12/screen-time-in-the-age-of-covid-19-reports-from-the-home-front-part-3>
7. Gamber-Thompson, L. & Early, J.S. (September 23, 2020). “Screen-time in the age of Covid-19: Reports from the Front Lines Part II. Henry Jenkins WeBlog. <http://henryjenkins.org/blog/2020/9/12/screen-time-in-the-age-of-covid-19-reports-from-the-home-front-part-two>
6. Gamber-Thompson, L. & Early, J.S. (September 21, 2020). “Screen-time in the age of Covid-19: Reports from the Front Lines Part I. Henry Jenkins WeBlog. <http://henryjenkins.org/blog/2020/9/12/feg2u9uescj1sz4blaveym7qlhm1bc>
5. Nelson, T. & Early, J. S. (April 28, 2020). “Covid-19 and the Academic Parent.” *The Chronicle of Higher Education*. <https://community.chronicle.com/news/2344-covid-19-and-the-academic-parent>
4. Early, J.S. & Nelson, T. (March 8, 2020). “How to Work Well With Graduate Students.” *The Chronicle of Higher Education* <https://www.chronicle.com/article/how-to-work-well-with-graduate-students/>
3. Nelson, T. & Early, J. S. (February 2, 2020). “How to Counter the Isolation of Academic Life.” *The Chronicle of Higher Education* <https://www.chronicle.com/article/how-to-counter-the-isolation-of-academic-life/>

2. Nelson, T. & Early, J. S. (October 29, 2019). "4 Ways to Have More Fun as a Faculty Member." *The Chronicle of Higher Education*. <https://www.chronicle.com/article/4-Ways-to-Have-More-Fun-as-a/247387>

1. Early, J. S. & Nelson, T. (November 21, 2019). "3 Ways to Survive Academe with Kids." *The Chronicle of Higher Education*. <https://www.chronicle.com/article/3-Ways-to-Survive-Academe-With/247565>

PUBLICATIONS IN PRESS AND FORTHCOMING

* indicates collaborators who are graduate students

3. Baker, T. & **Early, J.S.** (in press). The Things They Carry: Lessons Learned Teaching Writing to Tibetan Buddhist Monks and Nuns in India. *Journal of Adolescent and Adult Literacy*.

2. Singer, G., **Early, J.S.**, Buschor, T., Hoerberg, D., and Zhang, H. (in press). Writing as Physical and Emotional Healing: An Umbrella Review of Meta-analyses. In C. Bazerman (Ed.) *Handbook of writing research: History, society, school, individual, text*. 2nd Edition. Mahwah, NY: Lawrence Erlbaum Associates.

1. Early, J. S. (in press). Approaches to Writing Research in K-12 Settings. Chapter submission for Christiane Donahue and Charles Bazerman's, *College Writing: From the 1966 Dartmouth Seminar to Tomorrow*. Word count: 5, 369.

RESEARCH GRANTS/FELLOWSHIPS [AWARDED]

24. National Writing Project Panda New Leaders Fellowship Memorandum of Understanding 2020-21, DOE: 100% [\$10,000].

23. Education Innovation and Research (EIR) Program- Expansion Grant. (Awarded October 2018) *The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Academic Writing to Improve Educational Outcomes for Secondary English Learners*. UC Irvine Writing Project (WP); **Central Arizona WP**; Central Texas WP; North Star of Texas WP; University of Wisconsin, Milwaukee WP; Illinois WP; Minnesota WP; Southern Nevada WP; National Writing Project (NWP); SRI International Center for Educational Policy. PI Carol Booth Olson, University of California, Irvine. [\$571,995].

22. National Writing Project Invitational Leadership Institute Grant, Co-Principal Investigator, 2017-2019, DOE: 50% [\$15,000].

21. National Writing Project SEED CRWP in a High-Need School Grant, Co-Principal Investigator, 2017-2018, DOE: 50%, [\$20,000].

20. National Writing Project Advanced Institute to Scale Up the College-Ready Writers Program, Co-Principal Investigator, 2016-2017, DOE: 50% [\$20,000].

19. National Writing Project SEED Teacher Leadership Development Grant, Principal Investigator, 2015-2016, [\$10,000, 100%].

18. The Association of Science Technology Centers and National Writing Project Intersections Writing Project and Science Center Grant, Co-Principal Investigator, 2014-2015 [\$30,000, 50%].

17. National Writing Project and Ford Foundation Writing Our Future: Family Academic Literacy Project Grant, Principal Investigator, 2014-2015 [\$15,000, 100%].
16. Phoenix Union/Arizona State University Service Agreement for Central Arizona Writing Project 2014 Summer Institute at Carl Hayden High School, Principal Investigator, 2014-2015, [\$9, 200, 100%]
15. National Writing Project SEED Teacher Leadership Development Grant, Principal Investigator, 2014-2015 [\$10,000, 100%].
14. National Writing Project SEED Professional Development in a High-Need School Grant, Principal Investigator, 2013-2014 [\$20,000, 75%].
13. The Association of Science Technology Centers and National Writing Project Intersections Writing Project and Science Center Grant, Co-Principal Investigator, 2013-2014 [\$30,000, 50%].
12. National Writing Project SEED Online Learning Experience Grant, Principal Investigator, 2012-2013 [\$12,000, 100%].
11. National Writing Project SEED Professional Development in a High-Need School Grant, Principal Investigator, 2012-2013 [\$20,000, 100%].
10. National Writing Project SEED Teacher Leadership Development Grant, Principal Investigator, 2012-2013 [\$20,000, 100%].
9. Arizona State University Women & Philanthropy Grant, *Eliminating Barriers, Providing Access and Improving Writing Instruction in Greater Phoenix Schools*, Principal Investigator, 2012-2013 [\$50,000, 100%].
8. National Writing Project Corporation Matching Grant for the Central Arizona Writing Project, Co-Principal Investigator, 2010-2011 [\$46,000, 50%].
7. National Writing Project Special Focus English Language Learners Network Minigrant, Principal Investigator, 2010-2011 [\$4,000, 100%].
6. National Writing Project State and Regional Networks Grant, Principal Investigator, 2009-2010 [\$2,000, 100%].
5. National Writing Project Corporation Matching Grant for the Central Arizona Writing Project, Co-Principal Investigator, 2009-2010 [\$30,000, 50%].
4. The University of California All Campus Consortium on Research for Diversity Dissertation Fellowship, 2006-2007 [\$20,000, 100%].
3. The University of California Santa Barbara Dean's Fellowship, 2006-2007 [\$15,000, 100%].
2. The University of California Santa Barbara Block Grant, 2006-2007 [\$4,300, 100%].
1. The University of California Santa Barbara Doctoral Candidacy Fee Fellowship, 2005-2006 [\$4,000, 100%].

GRANTS SUBMITTED/UNFUNDED

7. City of Tempe Innovation Fund. *Youth Generated Placemaking- a Graphic Novel in Public Space*. Trisalyn Nelson, Principal Investigator, **Jessica Early, Co-Principal Investigator**. 2018-2019. DOE: 50%. [\$70,000].

6. Education Innovation and Research (EIR) Program- Expansion Grant. CFDA 84.411A. (Submitted April 12, 2017). *The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Academic Writing to Improve Educational Outcomes for Secondary English Learners*. UC Irvine Writing Project (WP); **Central Arizona WP**; Central Texas WP; North Star of Texas WP; University of Wisconsin, Milwaukee WP; Illinois WP; Minnesota WP; Southern Nevada WP; National Writing Project (NWP); SRI International Center for Educational Policy. PI Carol Booth Olson, University of California, Irvine. [Jessica Early, Director of CAWP at ASU, 5-year subcontract for \$850,000].

5. Arizona State University Foundation Women & Philanthropy Grant. This is Who I Want to Be! Exploring Future Lives Through Writing, Principal Investigator, 2017-2018 DOE: 75%. [\$55,000, submitted Sept. 26, 2016].

4. National Writing Project New Pathways to Teacher Leadership Grant, Principal Investigator, 2016-2017 DOE: 100% [\$10,000, submitted February 8, 2016].

3. Arthur Vining Davis Foundation Secondary Education Grant (under review). *Access, Transition, Success!: Professional Development to Support First-Generation College-Bound Writers*. Co-Principal Investigator. [\$200,000; unfunded].

2. Early, J. S. Educator Innovator 2014 LRNG Challenge Grant. LRNG Innovation Challenge, the Show Me Campaign, and the John D. and Catherine T. MacArthur Foundation. Principal Investigator. [\$20,000; unfunded].

1. National Education Association Foundation Grant. *Taking On the 'Neglected R': A Teacher Action Research Group to Improve Writing Instruction in Greater Phoenix Schools*. Co-Principal Investigator. [\$5,000; unfunded].

AWARDS/RECOGNITION

Research and Teaching Awards and Recognition

12. 2019-2020 ASU Graduate College Outstanding Doctoral Mentor (Nomination)

11. 2019 Zebulon Pearce Distinguished Teaching Award, The College of Liberal Arts and Sciences (nominee), *ASU*

10. 2018 College of Liberal Arts & Sciences Dean's Humanities Fellowship & Fellows Academy Award [\$1,000]

9. 2015 Conference on English Leadership *English Leadership Quarterly* Honorable Mention Article for "Imagining the Possibilities: Improving the Teaching of Writing through Teacher-Led Inquiry" (Vol. 36, No. 4, April 2014)

8. 2015 College of Liberal Arts and Sciences Research Incentive Award, *ASU*

7. 2014 College of Liberal Arts and Sciences Undergraduate Summer Enrichment Award, funded faculty-undergraduate research, *ASU*

6. 2012-2013 Arizona State University Centennial Professor Award (nominee), *ASU*

5. 2011-2012 Faculty Women's Association Outstanding Faculty Mentor Award (nominee), *ASU*

4. 2010-2011 Graduate Scholars of English Faculty Mentor Award, *ASU*

3. 2009-2010 Graduate Scholars of English Faculty Mentor Award, *ASU*

2. 2005-2006 Graduate School of Education Award for Excellence in Education and Service to Children, *Lewis & Clark College*
1. 1998 Mary Stuart Rogers Scholar for Excellence in Education Teaching Award, *Lewis & Clark College* [\$1,000]

Selected Interviews:

5. *Summer Reading: A Conversation with Colleagues in the NWP*. National Writing Project Block Talk Radio, Featured Guest. July 20, 2017. <https://www.nwp.org/cs/public/print/resource/4674>
4. *Intersections: Powering Science Learning Through Partnerships*. National Writing Project Block Talk Radio, Featured Guest. June 2016. http://www.blogtalkradio.com/nwp_radio/2016/06/23/intersections-powering-science-learning-through-partnerships
3. *Building New Pathways to Leadership*. National Writing Project Blog Talk Radio, Featured Guest. January 28, 2016. http://www.blogtalkradio.com/nwp_radio/2016/01/29/building-new-pathways-to-leadership
2. *Writing Our Future*. National Writing Project Radio Featured Guest. March 26, 2015. http://www.blogtalkradio.com/nwp_radio/2015/03/26/writing-our-future
1. *Fundraising Tools and Strategies for Your Site: Reaching Out and Making Your Case*. National Writing Project Radio Featured Guest. May 23, 2012. <http://www.nwp.org/cs/public/print/resource/3842>

Selected Magazines, Newspapers, and Newsletters Where Quoted or Research Described: *ASU News* (6/19/20) <https://asunow.asu.edu/20200619-arizona-impact-asu-led-youth-writing-program-paves-way-transitioning-online-instruction>; *NCTE Council Chronicle*, Quoted in “Stories Make Us Who We Are”, Vol 29 (2) Nov. 2019; *ASU News* (1-8-19) <https://asunow.asu.edu/20190108-global-engagement-scientific-pursuits-inside-monastery-walls>; *ASU News* (9-22-2017) <https://sese.asu.edu/about/news/article/2886>; *Literacy Today* (July/August 2017) https://english.clas.asu.edu/sites/default/files/building_a_culture_of_literacy_article.pdf; *ASU News* (2-10-2017) <https://asunow.asu.edu/20170303-solutions-power-writing-communicate-knowledge>; *ASU News* (7-7-2016) <https://asunow.asu.edu/20160707-creativity-summer-camp-write-home-about>; *ASU News* (6-17-2016) <https://asunow.asu.edu/20160617-arizona-impact-teacher-institute-argument-writing>; *ASU News* (5-13-2016) <https://asunow.asu.edu/20160513-young-writers-can-%E2%80%98yawp%E2%80%99-through-summer-asu>; *ASU News* (5-18-2015) <https://asunews.asu.edu/20150518-girls-writing-science>; *Teaching Tolerance* (7-18-14) <https://www.tolerance.org/magazine/the-place-for-activism-in-english-class>; *ASU News* (11-18-14) <https://asunews.asu.edu/20141118-writing-our-future-event>; *ASU News* (4-17-13) https://asunews.asu.edu/20130417_ASU_ASC_Grant; *Lewis & Clark Graduate School of Education and Counseling* (9-16-13) <http://graduate.lclark.edu/live/news/23186-new-book-explores-how-real-world-writing-can>; *ASU News* (6-26-12) https://asunews.asu.edu/20120626_writinginstitute; *Marshall Memo* (11-22-10); ReadWriteThing.Org (8-27-08); <http://www.readwritethink.org/classroom-resources/lesson-plans/persuading-principal-writing-persuasive-1137.html>; *Teacher Magazine* (4-00)

INVITED KEYNOTES, LECTURES, & WORKSHOPS

National and International

19. Keynote Address. Amplifying Student Voices: Creating Literacy Communities as Pathways to Success. 2019 California Writing Project Annual Conference Pre-Convention Day. Burlingame, CA. February 21, 2019. <https://www.californiawritingproject.org/2019-cwps-pre-convention-day.html>.

18. Invited Faculty. Sager Science for Monks Institute on Science and Writing. Hunsur, India. December 3-20, 2018. <http://www.scienceformonksandnuns.org/leadership-institute/>
17. Invited Workshop. *National Writing Project 2017 Resource Development Retreat*. Invited for Family Literacy Resource Development Team. Denver, CO. July 10-14, 2017.
16. Invited Speaker. *Developing Youth Writing Programs in the National Writing Project National Writing Project*. New Site Director's National Monthly Meeting. Phone Conference Meeting. February 8, 2017.
15. Invited Speaker. *Beyond the Deliverables: How Sites Use Grants to Build Capacity*. National Writing Project Annual Meeting. Atlanta, GA. November 17, 2016.
14. Featured Speaker. *Using Textual Analysis to Unpack Classroom Writing Practices*. 50th Anniversary Dartmouth Institute for Writing & Rhetoric Conference. Dartmouth College, NH. August 10-12, 2016.
13. Invited Speaker and Facilitator *Second Generation Leadership: A Writing Project Director's Workshop*. National Writing Project Annual Meeting. Minneapolis, MN. November 2015.
12. Invited Panelist. *How Narrative Matters*. Panel for National Writing Project Annual Meeting. Washington D.C. November 2014.
11. Invited Panelist *Building, Sustaining, and Expanding University Partnerships and Support*. Panel for National Writing Project Annual Meeting. Boston, MA. November 2013.
10. Keynote Address. *What is College-Ready Writing, Anyway?* National Writing Project Spring Meeting, Washington D.C. March 2013. <http://www.nwp.org/cs/public/print/doc/13sm/home.csp>.
9. *Investing in Your Site's Connection to the University Foundation and Development Office*. Invited presentation for the National Writing Project Annual Meeting. Las Vegas, NV. November 2012.
8. Invited Presenter. *Online Learning Experiences: Upcoming Opportunities*. National Writing Project Annual Meeting. Las Vegas, NV. November 2012.
7. Guest Consultant. 'Mi Hija, You Should Be a Writer': *The Importance of Sponsorship in Learning to Write*. South Coast Writing Project at the University of California Santa Barbara, Santa Barbara, CA. July 2008.
6. Invited Introduction. *CCCC's Featured Speaker James W. Pennebacker, Ph.D.* Conference on College Composition and Communication. New Orleans, LA. April 2008.
5. Guest Consultant. *Students Succeeding Against the Odds*. South Coast Writing Project at the University of California Santa Barbara, Santa Barbara, CA. June 2007.
4. Guest Consultant. *Writing to Beat the Odds: ESL College Writers*. South Coast Writing Project English Language Learners Institute University of California Santa Barbara, Santa Barbara, CA. June 2006.
3. Invited Presenter. *Tools of the Trade: Journals as a Path to Understanding your Classroom*. Teacher Research Conference. Texas State University, San Marcus, TX. October 2001.

2. Invited Presenter. *What are You Drawn To?: Finding and framing Teacher Research Questions*. Teacher Research Conference. Texas State University, San Marcus, TX. October 2001.

1. Invited Presenter. *Stirring up Justice*. Texas State University's Phi Delta Kappa Meeting. Texas State University, San Marcus, TX. October 2001.

Local and Regional:

4. *Teaching Argument Writing Using a Writing Workshop Approach*. Invited Workshop Mesa Public Schools. Mesa Curriculum & Instruction Center, May 15, 2015.

3. *Writing the College Admission Essay*. Invited workshop for ASU Preparatory Academy. ASU Downtown Campus, November 2014.

2. *The Power of Words: Literacy as a Human Right*. Invited Panel Presentation for National Day of Writing. ASU Downtown Campus, October 2014.

1. *Literacy Sponsorship and Academic Success*. Keynote Address for Rancho Salado Preparatory Academy National Honors Society Induction Ceremony. Scottsdale, AZ. April 2013.

University Colloquia:

4. *Writing the Literature Review: A Workshop for Writing Tutors*. Invited Workshop for Arizona State University Writing Center, Tempe, AZ. October 28, 2016.

3. *Developing a Framework: Conceptualizing Your Ideas Before the Writing Process Begins*. ASU American Education Research Association Division G Student Group. January 26, 2015.

2. *Teaching for Social Justice in the Secondary English Language Arts Curriculum*. Teleconference as invited speaker for MA students in secondary English Language Arts. University of Minnesota, Duluth. December 2013.

1. *Stirring up Justice: Writing and Reading to Change the World*. Invited public lecture for Social Justice Series: Writing for Social Change. Antioch University, Santa Barbara, CA. November 1, 2012.

PROFESSIONAL CONFERENCE PRESENTATIONS

Notes: *indicates collaborators who are graduate students and **indicates collaborators who are local or national secondary teachers

Refereed Conference Papers: International and National

38. *Making a Case for Identity-Driven Writing in ELA Classrooms*. (Chair). Monica Baldonado-Ruiz*, Ashley Yap**, Rosanne Orta**. National Writing Project Strand. National Council of Teachers of English Convention. Baltimore, MD. November 2019.

37. *Transforming Text: Designing Meaningful Multimodal Curriculum in ELA Classrooms*. (Co-Chair and Panelist). Kate Hope*, Michelle Glerum*, Stephanie Reid*, Justin Scholes *. National Writing Project Strand. National Council of Teachers of English Convention. Baltimore, MD. November 2019.

36. *Transforming the Teaching of Writing: Encouraging Student Writers Through Conferencing, Cultivating Confidence, and Communities of Practice*. (Chair and Panelist). Kate Hope*, Michelle Glerum*, & Katie Alford*. National Writing Project Strand. Houston, TX. November 2018.

35. *Developing a Method for Coordinated Longitudinal Projects: The Lifespan Writing Collaboration* EARLY SIG Conference. Antwerp, Belgium. August 29, 2018.
34. *How Does Writing Develop Across the Students Life?* Symposium. 2017 Writing Research Across Borders Conference. Bogotá, Colombia. February 17, 2017.
33. *Understanding Writing Transitions: Improving the Teaching of Writing with a Case Study Approach (Chair)*. Katie Alford*, Shawn Towner*, & Darby Simpson*. National Council of Teachers of English Convention. Atlanta, GA. November 2016.
32. *This is Who I Want to Be! Advocating for Future Lives Through Writing (Chair & Panelist)*. National Council of Teachers of English Convention. Atlanta, GA. November 2016.
31. *Teachers as Writers: Practices and Possibilities (An NCTE Roundtable Session)*. Shawn Towner*, Tricia Parker**, Kristina Bybee*. National Council of Teachers of English Convention. Atlanta, GA. November 2016.
30. *Writing Our Future: Creating Biliterate After-School Writing Spaces for Multilingual Families (Chair & Panelist)*. Tracey Flores*. 2015 Literacy Research Association Annual Conference. San Diego, CA. November 2015.
29. *Teachers as Change Makers! Using Teacher Research to Impact Positive Change in the Teaching of Writing (Chair)*. April McNary** Heidi Udall**. National Council of Teachers of English Convention. Minneapolis, MN. November 2015.
28. *Moving On and Beyond: Preparing High School Students for College Writing*. Shawn Towner,* Katie Alford*. National Council of Teachers of English Convention. Minneapolis, MN. November 2015.
27. *Writing Our Future: Engaging Families in After-School Literacy Spaces*. Tracey Flores,* Autumn Wartjes,** Amy Lierman**. National Council of Teachers of English Convention.
26. *Youth and Community: Extending the Reach and Relevance of Writing Project Programs Roundtable*. National Writing Project Annual Meeting. Washington D.C. November 2014.
25. *Intersections: Building Informal Science Education and Literacy Partnerships*. Association of Science and Technology Centers. Raleigh, NC. October 2014.
24. *An Intervention Study of Three Revision Strategies in a Secondary Writing Classroom*. International Conference of Writing Research. Amsterdam, Netherlands. August 2014.
23. *Reexamining Revision: A Study of Substantive vs. Surface Level Writing in a U.S. Secondary Classroom*. Writing Research Across Borders International Conference. Paris, France. February 2014.
22. *Think! Write! Take Action!: Making Writing Public in Secondary Classrooms (Chair)*. National Council of Teachers of English Convention. Boston, MA. Funk, K**. November 2013.
21. *Inquiring Minds Want to Know!: Teacher Research for Transformative Teaching in Grades K-12*. National Council of Teachers of English Convention. Boston, MA. Czerwinski, K.** & Hayes, A*. November 2013.

20. *Real World Writing for Secondary Students: Teaching the College Admission Essay and Other Gate Openers for Higher Education (SIG-Writing & Literacies)*. Roundtable Session. American Educational Research Association. San Francisco, CA. April 2013.
19. *Too Legit to Quit: Refiguring "Writing Transitions" on a Spectrum of Public Engagement*. Conference of College Composition and Communication. Las Vegas, NV. March 2013.
18. *Opening the gates: Creating Real World Writing Opportunities for Diverse Secondary Students*. Annual Conference of the Literacy Research Association. San Diego, CA. November 2012.
17. *Writing as a Gateway: Demystifying Real-World Writing for Secondary Students*. National Council of Teachers of English Convention. Las Vegas, NV. Williams, W.* , November 2012.
16. *Teachers as Writers: Making Professional Connections and Igniting Change in an Urban Elementary School*. National Council of Teachers of English Convention. Las Vegas, NV. Flores, T.** , Warntjes, A.** November 2012.
15. *Gettin' digi with it: Using Digital Storytelling in the Classroom*. Sponsored by the CEE/CEL Joint Commission on Assessment. National Council of Teachers of English Convention. Las Vegas, NV. November 2012, Discussant.
14. *Opening the Gates: Creating Real-World Writing Opportunities for Diverse Secondary Students (Research Roundtable)*. National Council of Teachers of English Convention, Chicago, IL. DeCosta-Smith, M.* , Powell, M.* , Williams, W.* November 2011.
13. Early, J. S., *Writing the Threads of Our Lives: A Multigenerational Family Writing Project for Third and Fourth Grade Students and Their Families (rainbow strand)*. National Council of Teachers of English Convention, Chicago, IL. Flores, T.** , LaPlante, D**. November 2011.
12. *Write your Ticket to College: An Admission Essay Workshop for College-Bound Multi-Ethnic High School Students (research strand)*. National Council of Teachers of English Convention, Philadelphia, PA. Early, J. S., & DeCosta, M.* November 2009.
11. *New Language Arts Teachers Working in Urban Under-Performing Schools: An Interview Study (Chair)*. National Conference of Teachers of English Convention 2009, Philadelphia, PA. November 2009.
10. *Supporting Students' Voices as Writers: Media Toys, Expository Writing, and Parental Involvement (Research Strand)*. National Conference of Teachers of English Convention 2008, San Antonio, TX. November 2008.
9. *Writing Outside the Lines: Extra-curricular Writing Practices of Latino College Students*. Writing Research Across Borders International Conference on Writing, Santa Barbara, CA. February 2008.
8. *Self-Sponsored Writing Practices of Latino College Students*. Conference of College Composition and Communication 2007, New York, NY. March 2007.
7. *Writing Outside the Lines: Extra-Curricular Writing Practices of Latino College Students*. National Conference of Teachers of English Convention 2007, New York, NY. November 2007.

6. *College Writing: How Students Navigate Among a Community of Scholars*. Conference of College Composition and Communication 2006, Chicago, IL. March 2006.
5. *Literacy Sponsorship and First-Generation Latino Writers*. National Council of Teachers of English Convention 2006, Nashville, TN. November 2006.
4. *First Generation Latino College Writers: Writing as a Cultural practice*. Conference of College Composition and Communication, San Francisco, CA. March 2005.
3. *Collaborative Stories to Stir up Justice*. Presented at National Council for Teachers of English Convention, San Francisco, CA. November 2003.
2. *Stirring up Justice: Adolescents Reading, Writing, and Changing the World*. International Conference on Teacher Education and Social Justice, San Francisco, CA. June 2003.
1. *Stirring up justice: Adolescents Reading, Writing, and Changing the World*. National Council for Teachers of English Convention, Atlanta, GA. November 2002.

Refereed Conference Papers: Local and Regional

14. *The Simpsons, Soundtracks, and Information Stations: Using Popular Culture to Teach Reading and Writing in the Secondary Classroom (Chair)*. Michelle Spears*, Shawn Towner*, Monica Avila*, Darby Simpson*. Arizona English Teachers Association Conference, Glendale AZ. September 2016.
13. *Writing Like Real Writers! Teaching Strategies for a Meaningful Writing Workshop*. Tracey Flores*, April McNary**, Arizona English Teachers Association Conference, Mesa, AZ. September 2014.
12. *Writing Our Future: Engaging Families in After-School Literacy Spaces*. Tracey Flores*, Amy Liermann** and Autumn Warntjes**. Arizona English Teachers Association Conference, Mesa, AZ. September 2014.
11. *Inquiring Minds Want to Know!: Research for Transformative Teaching in Grade K-12 (Chair)*. Tricia Parker**, Debra LaPlante**, Antonio Bryant**, Heather O'Loughlin**, and Jennifer Kessel**. Arizona English Teachers Association Conference, Mesa, AZ. September 2013.
10. *Seeing Writing Anew: Strategies for Writing Revision in Secondary Classrooms*. Arizona English Teachers Association Conference, Mesa, AZ. September 2013.
9. *Strategies for Making Writing Workshop work!: A Panel Presentation from the Central Arizona Writing Project (Chair)*. Michelle Hill*, Antonio Bryant**, Nicki Mann**, Jaime Cavillo**, Autumn Warntjes**, and Tricia Parker**. Arizona English Teachers Association Conference, Mesa, AZ. October 2012.
8. *Opening the gates: Creating Real World Writing Opportunities for Diverse Secondary Students*. Arizona English Teachers Association Conference, Mesa, AZ. September 2011.
7. *Writing the Threads of Our Lives: A Multicultural/Multilingual After-School Family Writing Project*. Tracey Flores**. Arizona English Teachers Association Conference, Mesa, AZ. (September 2011).
6. *Family Write Nights: Creating a Community of Writers at Home and School*. Tracey Flores**. Arizona English Teachers Association Conference, Mesa, AZ. September 2010.

5. *Strategies for Making Writing Workshop work! A Panel Presentation from the Central Arizona Writing Project*. Arizona English Teachers Association Conference, Mesa, AZ. October 2009.

4. *Making Writing Workshop Work for English Language Learners!: A Panel Presentation from the National Writing Project sites of Arizona*. Arizona English Teachers Association Conference, Mesa, AZ. October 2009.

3. *Mixing up the Menu: Strategies for Using Book Choice with Diverse Students*. Mary Powell*. Arizona English Teachers Association Conference, Mesa, AZ. October 2009.

2. *Write Your Ticket to College: Findings from a College Admission Essay Writing Intervention for Multi-Ethnic High School Seniors*. Arturo Valdespino**, Meredith DeCosta**. Arizona State University Language and Literacy Conference, Tempe, AZ. February 2009.

1. *Literacy Sponsorship and First Generation Latino Writers*. University of California All Campus Consortiums on Research for Diversity 2006 Conference, UCLA Conference Center Lake Arrowhead, CA. December 2006.

TEACHING

Arizona State University, 2007-present

ENG 194: CLAS Early Start Humanities: Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2019

SED 478: Student Teacher Supervision for Pre-service Language Arts Teachers, Fall 2007

ENG 480: Methods of Teaching Secondary Writing, Fall 2013

ENG 481: Methods of Teaching Secondary Reading, Fall 2012

ENG 494/598: (Combined Course) Special Topics in English Education: Teaching the Novel and Critical Literacy to Grades 6-12

ENG 501: Research Methods in English Education: Graduate Seminar – Spring 2012, Fall 2015

ENG 507: Advanced Methods of Teaching Secondary Writing – Spring 2013, Spring 2014, Fall 2014, Fall 2015, Fall 2016, Fall 2017

ENG 507 Online: Summer 2018 Session A, Summer 2019 Session B

ENG 584: Teaching Internship, Fall, 2015, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2019

ENG 594: Central Arizona Writing Project Invitational Summer Institute Summer A: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019

ENG 598: Teaching Texts, Spring 2016, Spring 2019 Session A

ENG 598: Teaching Literacy for Action and Change, Spring 2019 Session B

ENG 606: Research Methods Advanced Studies in English Education: Graduate Seminar, Spring 2008, Spring 2017

ENG 784: Graduate Research Internship – Fall 2013, Spring 2014, Fall 2015, Spring 2016, Fall 2016, Fall 2017, Spring 2018, Fall 2018, Spring 2019

ENG 792: Graduate Writing and Research Independent Study, Fall 2013, Spring 2014, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020

Study Abroad: The Finnish Experiment: Exploring Education and Society in Finland and the U.S. Summer 2019

MENTORING AT ARIZONA STATE UNIVERSITY

Current Doctoral Committees & Mentoring:

Chair. Katie Alford, Doctoral Student English Education. Expected degree completion Spring 2019.

Employed as tenure-track faculty at McKendree University.
 Chair. Shawn Towner, Doctoral Student English Education. Expected degree completion Spring 2020.
 Chair. Kate Hope, Doctoral Student English Education. Expected degree completion Spring 2020.
 Chair. Michelle Glerum, Doctoral Student English Education. Expected degree completion Spring 2021.
 Chair. Monica Avila, Doctoral Student English Education. Expected degree completion Spring 2020.
 *2017 CLAS Graduate Excellence Fellowship for First Generation Students [\$5,000].
 Chair. Justin Scholes, Doctoral Student English Education. Expected degree completion Spring 2021.
 Chair. Heather OLoughlin, Doctoral Student English Education. Expected degree completion Spring 2021.

Past Doctoral Committees & Mentoring:

Member. Tracey Flores, Doctoral Student in English Education. Graduated: May 2017. *Latina Adolescent Girls and Their Parents' Writing, Sharing, & Ways of Knowing*. Placement: University of Texas, Austen, Assistant Professor.

Member. Michelle Hill. Doctoral Candidate in School of Film, Dance, and Theatre, Herberger Institute for Design and Arts. *The Encyclopedia Show: Community-Based Performance in Pursuit of Classroom Interdisciplinarity*. Graduated: May 2017.

Chair. Cynthia Kiefer, PhD in Curriculum & Instruction, Language & Literacy. *Community College Readers in Their 21st Century "Transactional Zones."* Graduated: May 2014. Placement: Scottsdale Community College, Faculty.

Member. Felipe Baez. PhD in Curriculum & Instruction, Language & Literacy, *Making Meaning Out of Canonical Texts in Freshmen English*. Mary Lou Fulton Teachers College. Graduated: May 2016. Placement: Mesa High School District Language Arts Curriculum Specialist.

Member. Wendy Williams, PhD in Curriculum & Instruction (Language & Literacy). Adviser through comprehensive exams. Graduated: May 2015. Placement: ASU Poly, Assistant Professor.

Member. Michelle Crowley, Curriculum & Instruction (Language & Literacy). (2016-2018). Voluntarily withdrew from program 2018.

Member. Angela Clark-Oates, PhD in Curriculum & Instruction (Language & Literacy). *Writing Toward Published Selves: Teacher-Writers and a Practice of Revision*. Graduate May 2012. Placement: California State University, Sacramento, Faculty.

Member. Irene Vucko, PhD in Curriculum & Instruction (Language & Literacy). (2010-2012). Voluntarily withdrew from program 2012.

Member. Meredith DeCosta-Smith, PhD in Curriculum & Instruction (Language & Literacy). *Moving Towards a Race-Conscious English Classroom*. Graduated 2012. Placement: Grand Canyon University, Faculty.

Chair. Arturo Valdespino, PhD in Curriculum & Instruction (Language & Literacy). (2007-2012). Advised through dissertation proposal. Voluntarily withdrew from program. Placement: El Paso Community College, English Faculty.

Member. Corrine Gordon, PhD in Curriculum & Instruction (Language & Literacy). *Digital storytelling in the classroom: Three case studies*. December 2011. Placement: Northern Arizona University, Faculty.

Member. Laura Walsh, PhD, Curriculum & Instruction (Language & Literacy). *Get real, girl: How Laurie Halse Anderson's young adult novels challenge mixed messages of feminine identity in current teenzines*. July 2010. Placement: Postdam The State University of New York, Assistant Professor of English Education.

Current Master's Committees and Advising:

Director. Erika Torres, Masters of English Education. Expected degree completion July 2019.

Past Master's Committees and Advising:

Director. Ashely Yap, Masters of English Education. Degree completion July 2019.
 Reader. Ginette Rossi, Masters of English Education. Degree completion July 2019.
 Reader. Lex Day, Masters of English Education. Degree completion July 2019.
 Reader, Bridget Recio, Masters of English Education. Degree completion July 2019.
 Director. Jodi Walters, Masters of English Education. Applied Project. Completed July 2018.
 Reader, Beau Newton, Masters of English Education. Degree completion July 2018.
 Director. Yvonne Long, Masters of English, English Education. Applied Project. Completed July 2017.
 Director. Christine Petruncola, Masters of English Education. Applied Project. "Unmotivated to Life-long
 Director. A Class Room Study of Classroom Reading Projects to Engage Life-long Readers." Graduated:
 May 2017.
 Director. April Brewington, Masters of English, English Education. Applied Project. Completed July
 2016.
 Director. Desiree Stinnett, Masters of English, English Education. Applied Project. Completed July 2016.
 Director. Steven Arenas, Masters of English, English Education. Applied Project. Completed July 2015.
 Director. Ashley Mentzer, Masters of English, English Education. Applied Project. Completed July 2015.
 Director. Katherine Berry, Masters of English, English Education. Applied Project. Completed July 2015.
 Director. Amber Curlee, Masters of English, English Education. Applied Project. Completed July 2015.
 Director. Amy Hollister, Masters of English, English Education. Applied Project. Completed July 2015.
 Reader. Olivia Gersten, Masters of English, Linguistics. *"Tell it right": Bidialectal Practices in the
 Secondary English Classroom*. Completed November 2014.
 Director. Leah Abriani, Masters of Liberal Studies. *Activist children's picture books: An
 annotated bibliography*. Completed December 2010.

Graduate Independent Study & Directed Reading:

Ashley Yap, Applied Project Research Summer Session A 2019
 Kate Hope, Directed Reading, Fall 2019
 Shawn Towner, Directed Reading, Fall 2019
 Michelle Glerum, Directed Reading, Fall 2019
 Rebecca Chatham, Directed Reading, Fall 2019
 Heather OLoughlin, Directed Reading, Fall 2019
 Kate Alford, Directed Reading, Spring 2019
 Monica Baldonado-Ruiz, Directed Reading, Spring 2019
 Michelle Glerum, Directed Reading, Spring 2019
 Kate Hope, Directed Reading, Spring 2019
 Shawn Towner, Directed Reading, Spring 2019
 Justin Scholes, Classroom-Based Research, Spring 2018.
 Shawn Towner, Classroom-Based Research, Spring 2016.
 Michelle Hill, Independent Study on Writing for Publication, Spring 2013.
 Michelle Hill, Secondary Writing Research, Spring 2013.
 Cynthia Kiefer, Research Methods in English Education, Spring 2012.
 Mary Powell, Teacher Research, Spring 2011; Spring 2010.
 Arturo Valdespino, Secondary Writing Research, Spring 2011; Fall 2010.
 Maria Tynan, Secondary Writing Research, Spring 2010.
 Cynthia Nicholson, Secondary Writing Research, Fall 2009.

Graduate Internship:

Rebecca Chatham, Spring 2019
 Justin Scholes, Fall, 2018.
 Kate Hope, Research Writing, Spring 2017; Fall, 2017.
 Shawn Towner, Research Writing, Spring 2017.
 Michelle Spears, Research Writing, Spring 2017.

Katie Alford, Research Writing, Spring 2017.
Anthony Celaya, Research Writing, Spring 2017.
Monica Avila, Research Writing, Spring 2017.
Monica Avila, Intro to Doctoral Studies in English Education, Fall 2016.
Michelle Spears, Intro to Doctoral Studies in English Education, Fall 2016.
Monica Avila, English Education PhD Internship, Fall 2016.
Michelle Spears, English Education PhD Internship, Fall 2016.
Jason Griffith, English Education PhD Internship, Fall 2015.
Mia Itri, English Education PhD Internship, Fall 2015.
Shawn Towner, English Education PhD Internship, Fall 2015, Fall 2016.
Kristina Bybee, English Education PhD Internship, Fall 2015.
Darby Simpson, English Education PhD Internship, Fall 2015.
Alice Hays, Teaching Secondary Composition, Spring 2014.
Cynthia Kiefer, Research Internship, Spring 2012, Fall 2013, Spring 2014.
Mary Powell, Research Internship, Fall, 2010.
Meredith DeCosta-Smith, Research Internship, Spring 2009; Fall 2009.
Arturo Valdespino, Research Internship, Spring 2009.

Undergraduate Honors Thesis Committees:

Member. Caroline Austerman, Department of English Honors Thesis. *Freedom of speech: A comparison of the laws protecting journalists in Germany, the United States, and the Dominican Republic.* July 2011.
Chair. Sarah Slagle, Barrett Honors College. *Write your ticket to college: A college admission essay workshop for underserved high school seniors.* December 2008.

MENTORING AT OTHER UNIVERSITIES

Dissertation Committees:

Member. Shauna Wight, PhD in English, University of New Hampshire, Department of English. Graduated 2015. "Upward Bound is College Bound": Pre-College Outreach Programs' Sponsorship of Academic Writing." *Recipient of the 2016 CCC James Berlin Outstanding Dissertation Award. Placement: Southeast Missouri State University, Faculty.

PROFESSIONAL SERVICE INTERNATIONAL/NATIONAL

Appointments to Board of Directors

National Writing Project (2019-present)-in this role I travel to Berkeley, CA twice a year to attend board meetings and serve on the audit committee for the NWP Board. I also work to serve NWP on international and national programs and grants.

Appointments to Editorial Boards:

Editorial Review Board, *Journal of Teacher Education*, (2013-present)
Editorial Review Board, *Voices from the Middle*, (2015-2017)

Manuscript Reviewer for Scholarly Journals and Books:

Written Communication (2017-present)
Research in the Teaching of English (2015-present)
Review of Educational Research (2016-present)
Journal of Educational Research, (2015-present)
International Journal of Writing Research, (2013-present)

Learning Disability Quarterly (2014-2015)
Elementary School Journal (2013-present)
Journal of Teacher Education, (2010-2013)
Teaching and Learning: The Journal of Natural Inquiry and Reflective Practice (2010-present)
Composition Forum, (2017-present)
Teachers College Press, (2013-present)
National Council of Teachers of English Press (2017-present)
Routledge (2019- present)

Endorsements for Scholarly Presses

Cover endorsement for Smith, M.A. & Swain, S. (2016). *Assessing Writing, Teaching Writers: Putting the Analytic Writing Continuum to Work in Your Classroom*. New York: Teachers College Press.
Cover endorsement for Urbanski, C. (2016). *Untangling Urban Middle School Reform: Clashing Agendas for Literacy Standards and Student Success*. New York: Teachers College Press.

Conference Planning Steering Committee

2018 Writing Through the Lifespan Inaugural Conference, May 31-June 2, 2018, Ohio State University
<https://www.lifespanwriting.org/2018-conference>

Conference Proposal Reviewer:

International

Scientific Committee Member, 2017 & 2020 Writing Research Across the Borders International Conference

National

American Educational Research Association Annual Meeting, Division C-Section 1A (Literacy), (2012 – present)
Stage I Reviewer Conference on College Composition and Communication (2012-present)
Literacy Research Association Conference (2012, 2015)

Grant Reviewer:

National Writing Project Teacher Leadership Reports, (2016)
National Writing Project SEED Professional Development in a High-Need School Grant, (2014, 2015)
National Writing Project 2013 Annual Site Report, (2013-present)
National Writing Project SEED Leadership Teacher Leadership Grant, (2014)
National Writing Project SEED Professional Development in a High-Need School Grant, (2013-2014)
National Writing Project SEED Professional Development in a High-Need School Grant, (2012)

External Reviewer

External reviewer for promotion and tenure case for Washington State University, Department of English(2018)
External reviewer for promotion and tenure case for the University of Nebraska-Lincoln, Department of English (2016)
External reviewer for tenure case for University of New Hampshire, Department of English (2014)
Arizona Department of Education English Language Arts Assessment Committee (2008- 2011)

PROFESSIONAL SERVICE LOCAL/REGIONAL

University Service

Chair, General Studies Council, Literacy & Critical Inquiry Subcommittee (Fall 2016-present)
Member, Community of Scholars Committed to Inclusive STEAM+H Pathways (Spring 2016 – present)

Member, Graduate College Fellowship Review Committee (2016-present)
Member, Institute for Humanities Research Director Search Committee (Spring 2016)
Member, Curriculum and Academic Programs Committee (Spring 2013)

College Service

Co-Director of College of Liberal Arts and Sciences Humanities Early Start Program for incoming ASU freshmen (2015-present)
Elected Member, Search Committee for ASU Department of English Chair (Spring 2016)
Panelist, College of Liberal Arts and Sciences Teaching at ASU panel for new junior faculty (September 30, 2016, November 13, 2015, October 27, 2017)
Member, First Year Forward Grant, College of Liberal Arts and Science (Fall 2014)
Member, Advisory Board, Institute for Humanities Research Nexus Lab (2013-Fall 2015)
Author, Proposal for New 4+1 BA/MA program for English Education (Approved Fall 2019).
Author, Proposal for New Ph.D. Concentration in English Education for the Department of English (Approved Spring 2012)

Department Service

Committees

Director, Department of English Program in English Education (2015-present)
Member, Department of English Graduate Committee (2015-present)
Member, Ph.D. English Education Admissions (2012-present)
Member, MA English Education Admissions (2016-present)
Member, English Education Area Committee (2007-present)
Member, School Model Taskforce (Fall 2015)
Chair, Department of English Committee for Teaching Evaluation (Fall 2012)
Member, Department of English Committee for Teaching Evaluation (2011-2012)
Co-Director, English Education Doctoral Student Writing Group (2011-2012)
Member, Ad Hoc Steering Committee for Writing Programs (2010-2011)
Presenter, Graduate Students of English Association (2010)
Member, English Education Search Committee (2007-2008, 2010-2011, 2012)
Chair, English Education Search Committee (2009-2010)
Member, Department of English Newsletter Committee (2008-2009)
Participant, Department of English Placement Committee Mock Interviews for Doctoral Students on the Job Market (December 2, 2011)

Mentoring

Department of English Faculty Mentor for Julia Himberg (Fall 2015-2018)
Co-established Department of English Junior Faculty Mentoring Program with Claudia Sadowski-Smith (Fall 2015)

Community Service

Broadmor Elementary School Parent Volunteer. Tempe, AZ. 2014-present.

Multigenerational Family Writing Project for K-3rd grade ELL students and their families. ASU Preparatory Academy, Phoenix, AZ. Fall 2014.

Writing the College Admission Essay: A Writing Workshop Approach. Arizona State University Preparatory Academy Grade 11, Phoenix, AZ. December 2013.

Notes, Maps, and Letters: Writing Invitations for Preschool and Beyond. Arizona State University Child Development Lab Professional Development Workshop. Arizona State University, Tempe, AZ. August

2013.

Professional Development Program on the Teaching of College-Ready Writing for English Department. Metro Tech High School. Phoenix, Arizona (2012-2013).

Teacher Inquiry Group on College and Career-Ready Writing for 7 K-12 teachers at Arizona State University Preparatory School. Phoenix, Arizona (Spring 2013).

Multigenerational Family Writing Project for 3rd & 4th grade ELL students and their families. Landmark Elementary School. Glendale, Arizona (2010-2011).

Multigenerational Family Writing Project for 2nd & 3rd grade ELL students and their families. Loma Linda Elementary School. Phoenix, Arizona (2010-2011).

Writing and Technology Group for Middle School Teachers. Barcelona Middle School. Phoenix, Arizona (September – December, 2011).

Write Your Ticket to College: College Admission Essay Workshop for 11th grade students. Metro Tech High School. Phoenix, Arizona (June 30- July 4, 2011).

PROFESSIONAL MEMBERSHIPS (CURRENT ONLY)

American Educational Research Association
Literacy Research Association
National Council of Teachers of English
National Conference on Research in Language and Literacy
The National Writing Project
International Society for the Advancement of Writing Research
Arizona English Teachers Association