



## Curriculum Vitae

**Instructor:** Juan J. Araujo, Ph.D.  
Assistant Dean & Associate Professor

**Academic College:** Education and Human Services

**University Address:** Texas A&M University-Commerce  
Sowers Education North, #203  
PO Box 3011  
Commerce, TX 75429-3011

**Office Phone:** 903-886-5527  
**University Email Address:** [juan.araujo@tamuc.edu](mailto:juan.araujo@tamuc.edu)  
**Faculty Web Page Address:** <http://faculty.tamuc.edu/jaraujo/>

### AREAS OF EXPERTISE

Aid in the day-to-day functions of the college comprised of tenured, tenure track, clinical faculty, and administrative staff. Lead the evaluation of clinical, tenure-track, and adjunct faculty. Chair hiring committees to fill administrative staff and faculty vacancies. Work alongside the Dean to compose, file, and address program reviews for the undergraduate and graduate programs.

Monitor the department budget including grant, IDC, and salaried posts. Aid the Department Head as to carry on the mission of the college and university keeping in mind the well-being of students in our programs.

### EDUCATION

University of North Texas, 2011  
Doctor of Philosophy (PhD)  
Major: Reading  
Minor: Anthropology

Southern Methodist University, 2006  
Master of Bilingual Education (MBE)  
Concentration: Talented and Gifted

New Jersey Institute of Technology, 1996  
Bachelor of Science (BSEE)  
Major: Electrical Engineering, Power Systems  
Minor: Literature

## **POST DOC EDUCATION**

Harvard University, 2017-present  
Extension Studies  
Field: English  
24 Graduate Credit Hours

Columbia University, 2017  
Teachers College  
Harassment, Bullying, Cyber Bullying and Discrimination in Schools: Prevention and Integration

Ball State University, 2016  
School of Education  
Partners in Schools Training

Massachusetts Institute of Technology, 2014  
Education Design Challenge  
3<sup>rd</sup> Place

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| <b>ADMINISTRATIVE &amp; TEACHING EXPERIENCE</b> |
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### **UNIVERSITY ADMINISTRATION**

Present                      Texas A&M University—Commerce  
                                    College of Education & Human Services  
                                    Assistant Dean

- Assist the Dean in the management and leadership of the College
- Oversee the work in the departments of Curriculum and Instruction, Educational Leadership, and Higher Education and Learning Technologies
- Ensure that administrative tasks are carried out effectively
- Develop strategies in consultation with the Dean for allocation of resources
- Manage the administration of funds and procedures relating to the financial operations
- Provide training to faculty, administration, and staff
- Coordinate and participate in student recruitment
- Monitor semester course offerings

2015 - 2020                      Texas A&M University—Commerce  
                                    College of Education & Human Services  
                                    Department of Curriculum and Instruction  
                                    Assistant Department Head

- Deliver on tasks assigned by the department head
- Attend to the day-to-day activities of the department
- Assist with determining schedule of classes for the fall, spring, and summer semesters
- Provide leadership direction for graduate programs
- Monitor department and travel budgets
- Hire full time tenure track, clinical, and adjunct faculty
- Evaluate tenure track, clinical, and adjunct faculty
- Compose program review documents for the undergraduate and graduate programs
- Gather data and compose SACS and IE documents for the undergraduate programs
- Gather questions and compose doctoral comprehensive exams

### **UNIVERSITY FACULTY**

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|--------------|--|
| 2018-Present | Texas A&M University—Commerce<br>College of Education & Human Services<br>Department of Curriculum and Instruction<br>Associate Professor (early tenure)<br>Faculty Senator (2017-2019)  |
| 2013 - 2018  | Texas A&M University—Commerce<br>College of Education & Human Services<br>Department of Curriculum and Instruction<br>Assistant Professor (tenure-track)<br>Program Coordinator: Reading |
| 2011 - 2013  | University of North Texas at Dallas<br>College of Education & Human Services<br>Teacher Education<br>Assistant Professor (tenure-track)<br>Program Coordinator: Bilingual Education      |
| 2007 – 2011  | University of North Texas<br>College of Education<br>Language and Literacy<br>Lecturer   |

### **ELEMENTARY EDUCATION**

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| 2003 – 2007 | Dallas Independent School District<br>George Peabody Elementary<br>Bilingual/ESL Teacher<br>1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> grades |
| 2002 – 2003 | Lewisville Independent School District<br>George Peabody Elementary<br>Bilingual/ESL Teacher<br>3 <sup>rd</sup> grade                                  |

## ENGINEERING EXPERIENCE

2000-2002 Principal Engineer, Siemens AG, Boca Raton, FL  
1998-2000 Field Engineer, Eastman Kodak, West Palm Beach, FL  
1996-1998 Sales Engineer, International Business Machines, Dallas, TX

## GRADUATE STUDENTS

### A. Completed EdD Degrees (Advisees)

Dr. Mary Shelton, August 2019  
Dr. Rene Sawatsky, November 2020  
Dr. Debbie Murillo, January 2021  
Dr. Bonnie Still, February 2021  
Dr. Angela Venters, March 2021

### Doctoral Advising (Ongoing)

Joel Blaylock  
Angela Venters  
Marie Heath

### B. Dissertation Advising

Dr. Mary Shelton, Dissertation Chair, August 2019  
Supervision, Curriculum and Instruction, EdD in Elementary Education  
*Reflections of All: A Content Analysis of 7<sup>th</sup> Grade Literature Anthologies*

Dr. Rene Sawatsky, Dissertation Chair, Fall 2020  
*The Effects of Multi-Layered Reading Strategy Instruction in a Technology Platform on Reading Comprehension Levels and Motivations of Pre-Adolescents*

Dr. Deborah Murillo, Dissertation Chair, Spring 2021  
*Attributes of a Successful Instructional Specialist and Implications for Improving a Coaching Program*

Dr. Bonnie Still, Dissertation Chair, Expected Spring 2021  
*The Portrayal of Abused Children in Adolescent Literature: A Content Analysis*

Dr. Angela Venters, Dissertation Chair, Expected Spring 2021  
*The Dyslexia Knowledge of General Education Teachers in Rural East Texas Schools*

Joel Blaylock, Dissertation Chair, Expected Summer 2021  
*An Ethnographic Study of a District Educational Alternative Placement (DEAP) Program: Its Culture and Literacy Practices*

Dr. Mechelle Ivey, Dissertation Committee Member, May 2019  
*Examining the Relationship Between Reading and Writing: Student Perceptions*

*as Tested on STAAR in Fourth and Seventh Grade*

Dr. Joshua Tremont, Dissertation Committee Member, August 2019  
*Principals as Instructional Leaders: An Embedded Descriptive Case Study of One Rural School's Effort to Improve Student Outcomes Through Reading Plus*

Dr. Renee Mitchell, Dissertation Committee Member, Summer 2020  
*An Investigation to Determine the Relationship Between Physical Fitness and Literacy Academic Achievement*

Dr. Liza Larue, Dissertation Committee, Fall 2019  
*Teacher Perceptions of Technology Integration in an East Texas Rural Community*

Marcus Johnson, Dissertation Committee Member, Expected Spring 2021  
*Effects of Integrating a Literacy Intervention in a Pre-Kindergarten Physical Education Class*

James Sellers, Committee Member, Expected Fall 2021  
*An Exploration of The Possible Effects on Hispanic Students of Four Years of District Financed PSAT Administrations for All Students Grades 8-11 In A North Texas School District*

Pearl Garden, Committee Member, Expected Fall 2021  
*Vocabulary Instruction in the Primary Level*

C. 75+ Masters students (MED, MS, MA), Advisor

Completed Masters Degrees (Advisees)

Karen Jones, May 2018  
Meghan Glidden, May 2018  
Taylor Robinson, December 2017  
Kellie Hunter, December 2017  
Emily Klingbeil, December 2017  
Emily Cox, December 2017  
Elizabeth Cabrera, Summer 2017  
Ashley Dominguez, Summer 2017  
Carie Herd, Spring 2017  
Karla Lumus, Spring 2017  
Natica Jones, Spring 2017  
Christie White, Spring 2017  
Rachel Ashby, 2016  
Courtney Brodeur, 2016  
Lisa Burden, 2016  
Kasi Dalby, 2016  
Erin Denny, 2016

Tracy Eggers, 2016  
 Christina Monsorou-Cabrera, 2016  
 Paula Norlie, 2016  
 Kathleen Moore, Fall 2015  
 Joanne Villaviciencio, Fall 2015  
 Lisa Bass, Summer 2015  
 Erin Cox, Summer 2015  
 Connie Peterson, Summer 2015  
 Jessica Shoemake, Summer 2015  
 Victoria Zapien, Summer 2015  
 Kathleen Keim, Spring 2015  
 Katie Gonzales, Spring 2015  
 Michelle Logan, Spring 2015  
 Tara Williams, Spring 2015  
 Jeananne Fain, Fall 2014  
 Sandra Luplace, Fall 2014  
 Shelley Murphy, Fall 2014  
 Chanar Young, Fall 2014

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| <b>EDITORIAL/REVIEW BOARD EXPERIENCE</b> |
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| 2020-present<br>2016-present<br>2013-present<br><br>2017-present<br>2018-present<br>2019-present<br>2019-present<br>2017-present<br>2012-2016<br>2014-present<br><br><br>Scientific Review Board, International Journal<br>2013-present | Board of Directors, Association of Literacy Educators and Researchers<br>ALER Yearbook, Co-Editor<br>57 <sup>TH</sup> , 58 <sup>TH</sup> , 59 <sup>TH</sup> , 60 <sup>TH</sup> , 61 <sup>st</sup> , 62 <sup>nd</sup> , 63 <sup>rd</sup> 64 <sup>th</sup> , Journal of Adolescent and Adult Literacy<br><br>Latin American Journal of Content and Language<br>Literacy Research and Instruction<br>Journal of Curriculum and Pedagogy<br>Texas Journal of Literacy Education (TALE)<br>Teaching English to Speakers of Other Languages Journal (TESOL)<br>61 <sup>st</sup> , 62 <sup>nd</sup> , 64 <sup>th</sup> , 65 <sup>th</sup> Literacy Research Association Yearbook (LRA)<br>36 <sup>th</sup> , 37 <sup>th</sup> Association of Literacy Educators and Researcher (ALER) Yearbook<br><br><br>GIST Education Research Journal |
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## PUBLICATIONS

### A. Refereed

- 2021 Araujo, J. J., & Araujo, D. L. (2021) What counts as literacy for the 21<sup>st</sup> century youth: Two case studies of adolescent boys and their use of storytelling to engage in writing practice. In L. Haas, & J. Tussey (Eds.). *Connecting disciplinary literacy and digital storytelling in K-12 education* (pp. 298-315). Hershey, PA: IGI Global.
- 2020 Grote-Garcia, S., Ortlieb, E., Pletcher, B., Manderino, M., Zygorous-Coe, V., Araujo, J., & Babino, A. (2020). Building bridges between research and practice: Reflecting upon the results of the what's hot in literacy survey. In N. Cossa, J. Araujo, A. Babino, . & Johnson, R. (Eds.) *Building bridges with and through literacy*. The 42<sup>th</sup> Association of Literacy Educators and Researchers Yearbook, (pp. 367-382). Louisville, KY: Association of Literacy Educators and Researchers.
- 2019 Araujo, J. J. (2019). The oral history of Mary Beth Sampson-Perry. In B. McClanahan, P. Lisenbee, W. Linek, & E. Jampole (Eds.) *The ten-year retrospective*, (pp. 281-290). Louisville, KY: Association of Literacy Educators and Researchers.
- Babino, A., Araujo, J. J., & Maxwell, M.\*(2019). Critical, compelling, and linguistically scaffolded literature: Implementing text sets multilingually for social justice. *Texas Journal of Literacy Education*, 7(1), 44-64.
- 2018 Araujo, J., Blaylock, J., Garden, P., Hogg, S., Larue, L., Murillo, D., Still, B., & Venters, A. (with Patterson, L.) (2018). Using action research in a literacy graduate classroom to connect theory to practice: a replication study. *Journal of Teacher Action Research*, 57-74.
- Dixon, K., Foote, M., & Araujo, J. with Clark, R., Reville, C., & Morton, T. (2018). The power of parental involvement: Preparing preservice teachers to understand more about the out of school literacy lives and cultures of children from day one. In J. Araujo, N. Cossa, R. Johnson, & A. Babino (Eds.) *Literacy: The critical role of teacher knowledge*. The 40<sup>th</sup> Association of Literacy Educators and Researchers Yearbook, (pp. 367-382). Louisville, KY: Association of Literacy Educators and Researchers.
- 2017 Araujo, J. J., Morton, T. B., Foote, M. M., & Dixon, K. V. (2017). Helping preservice teachers get the power of parental involvement: Establishing connections from day one. In R. Johnson, J. Araujo, & N. Cossa (Eds.) *Literacy: The critical role of teacher knowledge*. The 39<sup>th</sup> Association of Literacy Educators and Researchers Yearbook, (pp. 1-29). Louisville, KY: Association of Literacy Educators and Researchers.

- Araujo, J. J. & Wickstrom, C. D. (2017). *Writing instruction that makes a difference to English learners*. "Acta Universitatis Lodziensis. Folia Librorum", 1(24), 77-96. ISSN 0860-7435. DOI: <http://dx.doi.org/10.18778/0860-7435.24.06>
- 2016 Araujo, J., & Thompson, J. (2016). A place for children of poverty. *Early Years: Journal of Texas Association for the Education of Young Children, (Special Issue)*, 37(2), 78-79.
- 2015 Araujo, J., Szabo, S., & Raine, L., & Wickstrom, C. (2015). Bridging the stories of experience: Preservice teachers revise their thinking about writing and the teaching of writing in an undergraduate literacy course. In S. Szabo, S. Vasinda, R. Johnson, & J. Araujo, *37<sup>th</sup> Association of Literacy Educators and Researchers Yearbook*, (pp. 225-239), Louisville, KY: Association of Literacy Educators and Researchers.
- Stewart, M. A., Araujo, J., Knezek, L., & Revelle, C. (2015). Tapping in to English learner's experience through relevant literature. *California Reader*, 48(4), 13-19.
- 2014 Patterson, L., Araujo, J., Wickstrom, C., & Revelle, C. (2014). Setting the conditions for generative literacy learning for adolescent English learners-Or not! *Scholar-Practitioner Quarterly*, 8 (3), 294-314.
- Morton, T., & Araujo, J. (2014). Insights from a literacy tutor: A case study of critical reading and writing instruction with a struggling reader. *English in Texas*, 44(2), 49-56.
- 2013 Araujo, J. (2013). Expanding the learning zone: Decisions that transform the practices of two English language arts teachers. In S. Szabo, L. Martin, T. Morrison, L. Hass, & L. Garza-Garcia, *35<sup>th</sup> Association of Literacy Educators and Researchers Yearbook*, (pp. 87-107), Louisville, KY: Association of Literacy Educators and Researchers.
- 2012 Rodriguez, C., Araujo, J., Narayan, R., Shappeck, M., & Moss, G. (2012). Nurturing long-term language learners. *English in Texas*, 42(1), 62-67.
- 2011 Wickstrom, C., Araujo, J., Patterson, L., (with Hoki, C., & Roberts, J.). (2011). Teachers prepare students for careers and college: "I see you", therefore I can teach you. In P. Dunston, K. H. Gambrell, P. Stecker, S. Fullerton, V. Gillis, & C. C. Bates (Eds.), *60<sup>th</sup> Literacy Research Association Yearbook*, (pp. 113-126), Oak Creek, WI: Literacy Research Association.
- 2010 Patterson, L., Baldwin, S., Araujo, J., Shearer, R., & Stewart, M. (2010). Look, think, act: Using critical action research to sustain reform in complex



teaching/learning ecologies. *Journal of Inquiry and Action in Education*, 3(3), 139-157.

<http://digitalcommons.buffalostate.edu/cgi/viewcontent.cgi?article=1030&context=jiae>

Patterson, L., Wickstrom, C., Roberts, J., Araujo, J., & Hoki, C. (2010). Deciding when to step in and when to back off: Culturally mediated writing instruction for adolescent English language learners. *The Tapestry Journal*, (2)2, 1-28.  
[http://tapestry.usf.edu/journal/documents/v01n02%20-%20MS%231-Patterson\\_Culturally%20Med%20Writing.pdf](http://tapestry.usf.edu/journal/documents/v01n02%20-%20MS%231-Patterson_Culturally%20Med%20Writing.pdf)

#### B. Books (Edited/Guest Edited)

Araujo, J. (Expected, 2022). *Reconceptualizing preservice teacher preparation in literacy education*. Hershey, PA: IGI Global.

Cossa, N., Araujo, J., Babino, A., & Johnson, R. (2020). *Building Bridges: With and for literacy*. The 42<sup>nd</sup> Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.  
<https://cdn.ymaws.com/www.aleronline.org/resource/resmgr/yearbooks/9781883604097.pdf>

Babino, A., Cossa, N., Araujo, J., & Johnson, R. (2019). *Educating for a just society*. The 41<sup>th</sup> Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.  
[https://cdn.ymaws.com/www.aleronline.org/resource/resmgr/yearbooks/aler\\_yearbook\\_2019\\_final.pdf](https://cdn.ymaws.com/www.aleronline.org/resource/resmgr/yearbooks/aler_yearbook_2019_final.pdf)

Araujo, J., Babino, A., Cossa, N., & Johnson, R. (2018). *Engaging all readers through explorations of literacy, language & culture*. The 40<sup>th</sup> Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.  
[https://cdn.ymaws.com/www.aleronline.org/resource/resmgr/yearbooks/aler\\_yearbook\\_40th\\_edition\\_.pdf](https://cdn.ymaws.com/www.aleronline.org/resource/resmgr/yearbooks/aler_yearbook_40th_edition_.pdf)

Johnson, R., Araujo, J., & Cossa, N. (Eds.). (2017). *Literacy: The critical role of teacher knowledge*. The 39<sup>th</sup> Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.  
[https://c.ymcdn.com/sites/aleronline.site-ym.com/resource/resmgr/yearbooks/ALER\\_Yearbook\\_Volume\\_39\\_Publ.pdf](https://c.ymcdn.com/sites/aleronline.site-ym.com/resource/resmgr/yearbooks/ALER_Yearbook_Volume_39_Publ.pdf)

Vasinda, S., Szabo, S., Johnson, R., & Araujo, J. (Eds.). (2015). *Bridging cultures through literacy*. The 37<sup>th</sup> Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.  
[http://c.ymcdn.com/sites/www.aleronline.org/resource/resmgr/Yearbooks/ALE\\_R\\_Yearbook\\_37.pdf](http://c.ymcdn.com/sites/www.aleronline.org/resource/resmgr/Yearbooks/ALE_R_Yearbook_37.pdf)

C. Books Proposals

Araujo, J. (Expected, 2022). *Reconceptualizing preservice teacher preparation in literacy education*. Hershey, PA: IGI Global.

D. Book Chapters (Invited)

Narayan, R., Rodriguez, C., Araujo, J., Shaqlaih, A., & Moss, G. (2013). Constructivism—constructivist learning theory (pp. 169-184). In B. J. Irby, G. Brown, & R. Lara-Alecio. (Eds.) and P. Jenlink (Sect. Ed.), *the Handbook of Educational Theories*. Charlotte, NC: Information Age Publishing, Inc.

E. Book Reviews (Refereed)

Araujo, J., Kovalyova, N., Shappeck, M., & Rodriguez, C. (2014). Review of the book *Teaching vocabulary to English learners*, By Graves, M. F., August, D., & Mancilla-Martinez, J., *Journal of Latinos and Education*, 13(3), 235-237, Routledge.

Araujo, J., & Moss, G. (2012). Review of the book *Educating citizens for global awareness*, by Noddings, N. (Eds.). *Teacher Education and Practice*, 599-603, Baltimore, MD: Rowan and Littlefield Publishing Group.

E. Technical Grant Reports (Refereed)

Patterson, L., Wickstrom, C., & Araujo, J. (2011). *Culturally mediated writing instruction* (Final Report), 1-57. Berkeley: National Writing Project. Downloaded on August 1, 2011 from <http://www.nwp.org/cs/public/print/resource/3621>

F. Abstracts (Refereed)

Araujo, J., & Wickstrom, C. (2014). Teacher actions in two adolescent English language arts classrooms. *Writing Research Across Borders III*. Paris, France.

G. Journal Columns (Invited)

Araujo, J. (2016). Supporting the dads of emergent readers and writers. *Early Years: Journal of Texas Association for the Education of Young Children*, 37(1), 30.

H. Review of Materials (Invited)

Ruday, B. (2017). *New English Teacher's Guidebook*. New York, NY: Routledge.

Williams, E. J. (2014). *Critical issues in literacy pedagogy: Notes from the trenches* (revised edition). San Diego, CA: Cognella Publications.

Fenney, K. F. (2010). *The new elementary teacher's handbook: Flourishing in your first year*. Thousand Oaks, CA: Corwin Press.

I. Newsletter

Araujo, J. (2017). Our work extends beyond teaching reading and writing. *North Star of Texas Newsletter*, 3(3), 1-2. Denton, TX: University of North Texas.

J. Electronic Columns (Invited)

Araujo, J. (2013). Actions, reactions, interactions, and transactions. *Literacy in learning exchange*. Downloaded on March 8, <http://www.literacyinlearningexchange.org/blog/actions-reactions-interactions-and-transactions>.

Araujo, J. (2012). Becoming a writer. *Literacy in learning exchange*. Downloaded on November 29, <http://www.literacyinlearningexchange.org/blog/becoming-writer>

K. Grant Supported Research (Refereed)

Funded by the Bill Melinda Gates Foundation  
US PREP Teacher Grant  
Working Together: Transforming TAMUC's Teacher Prep Program  
Role: Researcher, Co-Principal Investigator (2020-2023)  
Co-PIs: Jennifer Dyer, Laura Isbell  
Amount: \$300,000

Funded by US Department of Education  
ELLevate!  
English Language Learner Educators Vested in the Advancement of Teaching Excellence  
Role: Professional Development (2018-2020)  
PI: Mary Amanda Stewart, Holly Hansen-Thomas (TWU)

Funded by North Star of Texas Mini Grant  
Teacher decision-making: Cultural mediation in two high school English language arts classrooms.  
Amount: \$500  
Role: Primary Investigator (2010-2011)

Funded by National Writing Project—Culturally Mediated Writing Instruction  
Local Site Research Initiative VI (2010-2013)

Role: Researcher / Statistician

Total Funding: 3 years at \$20,000 per year

PI: Carol Wickstrom (2007- 2013)

Local Site Research Initiative V (2008-2010)

Role: Researcher/Statistician

Total Funding: 3 years at \$20,000 per year

PI: Carol Wickstrom (2007- 2013)

L. Grant Supported Professional Development

2019 English Language Learner Educators Vested in the Advancement of Teaching Excellence Camp, Facilitator

2018 English Language Learner Educators Vested in the Advancement of Teaching Excellence Camp, Facilitator

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| <b>SELECTED PRESENTATIONS</b> |
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International/National (Refereed)

2019 Babino, A., Cossa, N., Johnson, R., & Araujo, J. (2019, November). Meet the editors of the ALER yearbook. Association of Literacy Educators and Researchers. Corpus Christi, TX.

2018 Araujo, J., Babino, A., Cossa, N., & Johnson, R. (2018, November). Meet the editors of the ALER yearbook. Association of Literacy Educators and Researchers. Louisville, KY.

2017 Stewart, M., Araujo, J., & Revelle, C. (2017, January). Translingüismo: Instrucción culturalmente mediada para la enseñanza de la escritura a adolescentes bilingües. XV Simposio Internacional de Comunicación Social. Santiago de Cuba, Cuba.

Dixon, K., Araujo, J., Foote, M., & Morton, T. (2017, November). The power of parental involvement: Preparing preservice teachers to understand more about the out of school literacy lives and cultures of children from day one. Association of Literacy Educators and Researchers. St. Petersburg, FL.

2016

Araujo, J. (2016, October). Writing with English learners. Reading culture of the young generation international conference. Lodz, Poland.

Morton, T., & Araujo, J. (2016, November). Faces of advocacy: Preservice teachers see the whole picture. National Council of Teachers of English. Atlanta, GA.

Araujo, J., & Morton, T. (2016, November) Getting to know your parents: Establishing a meaningful partnership from day one. Association of Literacy Educators and Researchers. Myrtle Beach, SC.

2015

Araujo, J. (2015, July). "It took me some time to realize that learning English is something I will be doing for the rest of my life." The written stories of emergent English language learners in a ninth grade ELA classroom. Literacy in the New Landscape of Communication: Research, Education and the Everyday. Klagenfurt, Austria.

Araujo, J., & Wickstrom, C. (2015, invited keynote). Culturally Mediated Writing Instruction in a diverse context. The 3<sup>rd</sup> English Language Learner Forum. Bronx, New York.

Araujo, J., & Wickstrom, C. (2015, April). In their own words: Engaging English learners in meaningful language acquisition through personal narrative. International Linguistics Association. New York, NY.

2014

Araujo, J., & Thompson, J. (2014, November). Siguiendo el viaje de Enrique: preparándonos para la próxima inundación de niños inmigrantes en nuestra puerta y más adelante en nuestras aulas. National Association for the Education of Young Children. Dallas, TX.

Araujo, J., Szabo, S., & Raine, L. (2014, November). Preparing writers and teachers of writing: Bridging the stories of pre-service teachers in an undergraduate literacy course. Association of Literacy Educators and Researchers. Delray Beach, FL.

Morton, T., & Araujo, J. (2014, November). A call for help: Bridging the literacy needs of Lauren. Association of Literacy Educators and Researchers. Delray Beach, FL.

Araujo, J., & Wickstrom, C. (2014, February). Actions de professeur dans deux salles de classe d'arts de la langue anglaise. Writing Research across the Borders III. Université Paris-Ouest Nanterre La Défense. Paris, France.

Stewart, M. A., Araujo, J., Revelle, C., & Knezek, L. (2014, February). Cultural mirrors: Using multilingual and multicultural literature that promotes academic and personal success for ELs. National Association of Bilingual Education. San Diego, CA.

### 2013

Araujo, J., Patterson, L., Revelle, C., Wickstrom, C., Bence, J. Q. (2013, December). Complex adaptive teaching: Setting conditions for transformative literacy for adolescent English learners. Literacy Research Association. Dallas, TX.

Araujo, J., Wickstrom, C., Patterson, P., Stewart, M., & Revelle, C. (2013, November). Reinventing the teaching of English: Literacy leadership, generative learning, and the common core. 103<sup>rd</sup> Annual Meeting of the National Council of Teachers of English. Boston, MA.

Araujo, J., Blau, S., Bynum, R., Check, J., Guess, M., Sahakian, P. (2013, November). Directing a project site then, now, and beyond: 40<sup>th</sup> Anniversary Strand. 40<sup>th</sup> Annual Meeting of the National Writing Project. Boston, MA.

Stewart, M. A., Araujo, J., Revelle, C., & Knezek, L. (2013, April). "Hey, that happened to me!" Teachers of Speakers of Other Languages (TESOL) Conference. Dallas, TX.

### 2012

Araujo, J. (2012, November). Expanding the learning zone: Transforming the literacy practices of English Language Learners in two ELA high school classrooms. Association of Literacy Educators and Researchers. Detroit, MI.

### 2011

Wickstrom, C., Araujo, J., & Patterson, L. (2011, February). Culturally Mediated Writing Instruction for Adolescent English Language Learners. Writing Research across the Borders II. George Mason University, VA.

### 2010

Araujo, J., Wickstrom, C., & Patterson, L. (2010, November). Paper Presentation: I see you therefore I can teach you. National Reading Conference. Fort Worth, TX.

Assaf, L., Wickstrom, C., Patterson, L., Araujo, J., Hoki, C., & Fuentes, A. (2010, November). Mediating academic language instruction for English Learners. National Council of Teachers of English. Orlando, FL.

Baldwin, S., Patterson, L., & Araujo, J. (2010, April). Connecting complexity thinking to the sustainability of action research in educational settings. American Educational Research Association. Denver, CO.

## 2009

Araujo, J. (2009, February). How does teacher-decision making impact adolescent student academic writing? American Association of Colleges for Teacher Education, Chicago, IL.

Araujo, J., Hoki, C., Patterson, L., Wickstrom, C. (2009, November). Reading between the lines: How teachers use culturally mediated writing instruction with adolescent students, National Council of Teachers of English, Philadelphia, PA.

Araujo, J., Connington, L., Hoki, C., Hunt-Barron, S., Kaminski, R., LeMahieu, P., Marlik, J., Swain, S., Wahleithner, J., & Wickstrom, C (2009, November). Learning about our work through local site research. National Writing Project. Philadelphia, PA.

Patterson, L., Baldwin, S., Araujo, J., Berry, M., Stewart, M., & Shearer, R. (2009, December). Paper: Action research: Talking back to mandates, scripts and best practices. National Reading Conference, Albuquerque, NM.

Wickstrom, C., Patterson, L., Araujo, J., & Hoki, C. (2009, October). Building adolescent ELL writers through culturally mediated instruction. 53<sup>rd</sup> Meeting of the Association of Educators and Researchers. Charlotte, NC.

Wickstrom, C., Patterson, L., Araujo, J., & Roberts, J. (2009, February). Diversity among adolescent English learners: How teachers use culturally mediated writing instruction to build dynamic support networks for individual students. 30<sup>th</sup> Ethnography in Education Research Forum, Center for Urban Ethnography, Philadelphia, PA.

## 2008

Harris, M., Araujo, J., & Burton, B. (2008). Teacher education scorecard: A tool for assessing response to changing learner needs. The Holmes Partnership, Mobilizing educational partnerships for equity and success. Orlando, FL.

Wickstrom, C., Araujo, J., & O'Brien, K. (2008, November). Developing third spaces in culturally mediated writing instruction. National Writing Project, San Antonio, TX.

Patterson, L., Wickstrom, C., & Araujo, J. (2008). Going public with complexity: How teachers enact principles and practices of culturally mediated writing instruction with adolescent English language learners. 29th Ethnography in Education Research Forum, Center for Urban Ethnography. Philadelphia, PA.

Patterson, L., Wickstrom, C, Araujo, J., & Roberts, J. (2008, February). Culturally mediated writing instruction. Because shift happens: Teaching in the 21<sup>st</sup> century National Conference. National Council of Teachers of English, San Antonio, TX.

Patterson, L., Wickstrom, C., Araujo, J., Curtis, J., Pearce, T., Roberts, J., Isgitt, J. & Wilson, A. (2008, December). Seeking order in complexity: Making sense of how secondary teachers mediate writing instruction for English language learners. National Reading Conference, Orlando, FL.

#### State (Refereed)

2015 Morton, T., & Araujo, J. (2015). Enhancing vocabulary through the Incorporation of picture books. 14<sup>th</sup> Annual Texas Association for the Improvement of Reading Conference.

2012 Araujo, J. (2012). NCLB 10 years later: What are its takeaways for teachers and administrators? Texas TESOL. Dallas, Texas.

Araujo, J. (2012). From product to meaning-making: Igniting the writing of English learners. Texas Association for the Improvement of Reading. Denton, Texas.

2011 Araujo, J. (2011). Supporting writing with English language learners. Featured Speaker, Texas Association for the Improvement of Reading. Denton, TX.

2010 Araujo, J. (2010). Writing with English language learners. Texas Association for the Improvement of Reading. Denton, TX.

2009 Araujo, J. (2009). Responsive instruction for all: Fostering active participation. Texas Association for the Improvement of Reading, Denton, TX.

#### Local (Invited Addresses)

##### Local (Invited)

2017 Roundtable Discussant. Bill Martin Jr Symposium. Commerce, TX.



2016 Roundtable Discussant. Bill Martin Jr Symposium. Commerce, TX.

2013 Araujo, J. (2013-2014). Supporting content area literacy through gaming. Contamos! Workshops. Rockwall, TX.

Bahamon, G., & Araujo, J. (2013). Once upon a time: The art of storytelling. Invited address during “A Culture of Writing” Festival. Mountain View Community College. Dallas, TX.

Araujo, J. (2013). Writing for professional audiences. Colleyville Independent School District. Colleyville, TX.

2012 Araujo, J. (2012). Writing our cultures. Invited address during Hispanic Heritage Month. Tarrant County Community College.

Araujo, J., & Harris, P. (2012). Writing across the curriculum. Invited address during faculty orientation. University of North Texas at Dallas. Dallas, Texas.

2011 Araujo, J. (2011). Writing our cultures. Invited address during Hispanic Heritage Month. Tarrant County Community College.

2009 Araujo, J. (2009). What to expect: Relationship building during your first academic year. Beginner’s Teachers Conference. Denton, TX.

Araujo, J., Berry, M., Stewart, M., & Shearer, R. (2009). Action Research: Changing the world one classroom at a time. Doctoral Student Association, Denton, TX.

Patterson, L., Araujo, J. & Taliaferro, C. (2009). Presenting and attending conferences. Doctoral Student Association. Denton, TX.

2008 Araujo, J & Byrd, J. (2008). An examination of five key leadership components among Texas principal preparation programs. Communities Foundation, Texas High School Project. Dallas, TX.

|                                  |
|----------------------------------|
| <b>INSTRUCTIONAL ASSIGNMENTS</b> |
|----------------------------------|

Texas A&M University-Commerce (2013-present)

| Course Title | Times Taught | # of Students | Total Range                                |
|--------------|--------------|---------------|--|
|              |              |               | (1-5, 1 is highest) or (5-1, 5 is highest) |

**DOCTORAL COURSES**

|  |        |    |        |
|--|--------|----|--------|
| EDCI 651   | 1 time | 14 | (4.85) |
| <i>Curricular and Instructional Design</i> This course presents an opportunity for doctoral students to analyze and synthesize major topics of critical concern to the profession through a program of |        |    |        |

study and discussion of current literature and research. The focus of our study is to investigate alternative possibilities for curricular and instructional design in the schools and propose innovative strategies for instruction. The nucleus for our study this semester will be curricular and instructional design. The curriculum and practices of the schools of Reggio Emilia, Italy will be examined as an exemplary model. Schlechty's WOW framework for designing instruction and ideas about how schools could become learning organizations is another exemplar of focus for the course. Goals for the course are to 1) examine current theories, research, and philosophical stances which addresses the organization of learning activities in relationship to the curriculum and instructional setting or context, 2) understand the myriad of contextual factors and diversities that affect the learner and learning environment, and 3) use this information as a vehicle for critical thinking, reasoning, and effective argument. This work is intended to assist doctoral level students in the development and extension of their independent data collecting, evaluating or analysis, and reporting skills.

RDG 640                                    2 times                                    10                                    (1.20)

*Reading Research Methods* This course encompasses a collaborative exploration of significant research in literacy and related areas; it is intended to facilitate individual and group growth as researchers and learners. This course is a seminar so individual/group inquiry will be followed by, intertwined with, and supported by presentations and class discussions/interactions.

RDG 667                                    2 times                                    7-9                                    (1.10)

*Reading Processes: Theory and Implications* This course is an in-depth analysis of varied definitions and theories of reading including examination of implications for reading instruction will be explored.

RDG 690                                    1 time                                    9                                    (4.92)

*Principles and Practices of Literacy Leaders* This course examines research-based methods to assist school leaders implement and support campus-wide literacy programs. In this course campus leaders learn to coordinate, monitor, and assess campus literacy programs, including designing curriculum, analyzing local, state and national data, and share results with campus faculty and staff. Participants learn and apply strategies about ways to provide quality feedback to teachers and children; and learn and apply effective uses of formative assessment to guide instruction.

EDCI 718                                    2015-present                                    7                                    (Ongoing)

*Dissertation* This course provides academic advisement for doctoral students who are at the dissertation stage.

## MASTER COURSES

RDG 523                                    2 times                                    13                                    (4.67)

*Promoting Literacy Through Language Acquisition and Development* In this course students will gain knowledge and skills in primary and secondary language acquisition, including the relationship of these languages, to facilitate and promote literacy. Other skills include: conducting appropriate reading assessments on an ongoing basis; designing and implementing

effective reading instruction that reflects state content and performance standards addressing the needs of all learners; applying knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy; and using research-based reading instruction that is collaborative and consultative with colleagues, mentoring, coaching, and providing professional development.

RDG 528                                      6 times                      18-24                                      (1.27-1.37)

*Integrating Writing* This course is designed to study the various components, as well as, how to assess writing, and how to enhance the learning process using writing as a tool for comprehension. The course will study various components including: writing research, writing stages, writing process, writing assessment, variety of writing genres, and personal writing practices.

RDG 560                                      2 times                      12-19                                      (1.49)

*Literacy Assessment* This course is designed to refine the diagnostic and remedial skills of the student through the study of clinical instruments, formal and informal measurements, and study of clinical cases.

RDG 597                                      3 times                      32-42                                      (1.01-1.02)

*Reading for the 21<sup>st</sup> Century* This course focuses on the components of reading (phonemic awareness, phonics, vocabulary development, fluency, and comprehension); assessments and supporting students' use of the cueing systems; learning to write and writing to learn; reading in content areas; best practices in the science of teaching reading.

EDCI 516                                      3 times                      16-31                                      (1.18-1.37)

*Reading for Special Populations* This course is designed for graduate students in the emergency permit program seeking initial teacher certification. The focus is on reading comprehension, concept development and strategies for interacting with expository materials. The role of the teacher, the text, and the student are examined in the learning process. Text analysis methods, teacher directed strategies, reader-based strategies, and literature are discussed as appropriate for all elementary and secondary grade level.

EDCI 517                                      5 times                      16-25                                      (1.06-1.40)

*Reading and Learning in K-12 Content Areas* This course is designed for graduate students in the emergency permit program seeking initial teacher certification. The focus is on reading comprehension, concept development and strategies for interacting with expository materials. The role of the teacher, the text, and the student are examined in the learning process. Text analysis methods, teacher directed strategies, reader-based strategies, and literature are discussed as appropriate for all elementary and secondary grade levels.

ELED 524                                      2 times                      11-27

*Language Arts Curriculum, Grades 1-8* In this course, students consider techniques of teaching the communication skills and the role of linguistics in the language arts program.

SED 510 1 times 11  
*Secondary School Curriculum* Focuses on descriptions and analyses of models of curriculum theory and curriculum development. Specific emphasis will be placed on philosophical and social forces which affect the design, implementation, and assessment of the curriculum. Particular attention will be given to practical applications of curriculum design and evaluation and leadership efforts necessary for overcoming individual and organizational resistance to change.

## **UNDERGRADUATE COURSES**

RDG 350 3 times 16-25 (1.03-1.42)  
*Reading & Literacy I* This course introduces the theoretical foundations of reading and explores how reading, literacy and cognitive processes are developed. An examination of teaching approaches, text genre, writing, listening, speaking, linguistics, cueing systems, letter-sound relationships, phonemic awareness, phonics, word recognition, spelling and comprehension are included. This course includes a 15-hour observation requirement that will acquaint you with public school reading instruction.

RDG 370 10 times 12-37 (1.01-1.30)  
*Reading & Literacy II* This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. The focus of this course is an examination of how the Texas Essential Knowledge and Skills (TEKS) can be implemented with basal readers, trade books, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies.

BLED 412 5 times 19-35 (1.07-1.46)  
*Second Language Literacy for English Language Learners* Current approaches to the teaching of reading and writing in English to bilingual and ESL students in grades PK-12. Students will assess oral language and literacy skills of English language learners and design, evaluate, and modify/adapt commercial and researched-based instructional approaches.

BLED 402 (In Spanish) 3 times 12 (1.00-1.17)  
*Bilingual Oral Language and Bi-literacy Instruction* This course provides an examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for oral language and literacy development in elementary bilingual classrooms. Students get opportunities to evaluate commercial and research-based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy. Offered in Spanish and English.

**University of North Texas (Denton & Dallas from 2007-2013)**

| Course Title | Times Taught | # of Students | Total Range<br>(1000 is highest) |
|--------------|--------------|---------------|----------------------------------|
|--------------|--------------|---------------|----------------------------------|

**UNDERGRADUATE COURSES**

|  |         |         |           |
|--|---------|---------|-----------|
| EDEE 3320<br><i>Foundations of Education</i> | 3 times | (14-24) | (811-826) |
|--|---------|---------|-----------|

Standards and foundations of curriculum for grades EC–8 in public schools. Includes the study of professional ethics/responsibilities, educational philosophies, the history of American education, schools and society, school and community/parent relationships, legal/political control and financial support, school/classroom organizational patterns, and curriculum development/alignment.

|                                      |         |  |     |
|--------------------------------------|---------|--|-----|
| EDEE 4102<br><i>Student Teaching</i> | 1 times |  | (5) |
|--------------------------------------|---------|--|-----|

Teaching under supervision in K-12 Classrooms.

|  |         |         |             |
|--|---------|---------|-------------|
| EDBE 3470<br><i>Foundations of Bilingual Education</i> | 4 times | (30-35) | (4.09-4.69) |
|--|---------|---------|-------------|

This course will examine philosophies and theoretical underpinnings of bilingual and ESL education, including a review of historical antecedents of bilingual education and evolution of federal and state language policies governing the education of language minority children. Required for students seeking EC-6 or 4-8 generalist certification.

|  |         |      |        |
|--|---------|------|--------|
| EDBE 3480<br><i>Bilingualism/Multiculturalism for English Language Learning: Issues and Perspectives</i> | 1 times | (35) | (4.03) |
|--|---------|------|--------|

Study of the bilingual/ESL learner; perspectives on multiculturalism; discussions of cognitive, social and affective factors impacting second language development; insights into education in a pluralistic society

|  |         |         |           |
|--|---------|---------|-----------|
| EDBE 4470<br><i>Assessment of Bil/ESL Students Examination</i> | 9 times | (14-35) | (802-826) |
|--|---------|---------|-----------|

of the organization of curriculum for second language learners with special focus on testing and evaluation procedures appropriate for bilingual and ESL classrooms; study of formal and informal assessment of language proficiency for instructional purposes and use of standardized achievement tests. Required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual or ESL education.

|   |        |     |       |
|---|--------|-----|-------|
| EDBE 4480 (In Spanish)<br><i>Bilingual Content and Approaches</i> | 1times | (7) | (799) |
|---|--------|-----|-------|

Study of appropriate first language usage in bilingual classrooms, focusing on different core curriculum areas, methods, materials and the review of language distribution strategies. Focus on responsive instruction that makes use of effective



## Membership in Professional Organizations

### A. National/International

2017-present Harvard Circle of Dallas  
2017-present Harvard Latino Alliance  
2009-present International Society for the Advancement of Writing Research  
2007-present International Reading Association (IRA)  
2013-present Association of Literacy Educators and Researchers (ALER)  
2015-2016 International Linguistic Association (ILA)  
2009-2015 Literacy Research Association (LRA)  
2013-2014 National Council of Teachers of English (NCTE)  
2012-2013 National Association of Bilingual Education (NABE)  
2008-2010  
2018 American Educational Research Association (AERA)

#### State

2008-2013 Texas Council of Teachers of Language Arts (TCTLA)

### B. Offices and Committee Assignments in Professional Organizations

#### International/National

2016-2020 Board of Directors, Association of Literacy Educators and Researchers  
2016-2020 Pub. Committee, Association of Literacy Educators and Researchers  
2007-present Teacher Consultant, National Writing Project

#### Local

2008-2009 NCATE Member  
2007-2010 English Language Learner Co-Director, National Writing Project  
2010-2011 UNT Doctoral Student Association, Officer

### C. Consulting

#### Local

2020 edTPA Portfolio Scorer (ELA/Bilingual Education)  
2011, 2012 Tarrant County Community College  
2008 Panel Expert, Reading  
2009-2011 Burleson Independent School District  
2008 Fort Worth Independent School District  
2011 Lake Worth Independent School District

D. Honors / Awards

|           |   |
|-----------|---|
| 2020      | Paul W. Barrus Distinguished Faculty Award for Teaching (Nominated)               |
| 2017      | Distinguished Global Scholar (TAMUC)  |
| 2016      | Global Scholar (TAMUC)  |
| 2016      | Hispanic Leadership Award (TAMUC)   |
| 2015      | Honoring Faculty at Texas A&M University-Commerce (Teaching, Research, & Service) |
| 2009-2010 | Outstanding Doctoral Student in Reading   |
| 2007-2008 | Holmes Scholar, AACTE   |

International/National

|              |  |
|--------------|--|
| 2009-present | Academic Keys Who's Who in Education Academia  |
| 2007-2011    | Phi Kappa Phi, Interdisciplinary Honor Society |

International/National

|              |  |
|--------------|--|
| 2009         | Academic Keys Who's Who in Education Academia            |
| 2007         | Phi Kappa Phi, Interdisciplinary Honor Society           |
| 2007-2008    | Kappa Delta Pi, International Honor Society in Education |
| 2006         | The Chancellor's List                                    |
| 2006         | The National Dean's List                                 |
| 2006         | Who's Who among America's Teachers                       |
| 1994, 95, 96 | Who's Who among America's Students                       |

Local/University

|           |                       |                      |
|-----------|-----------------------|----------------------|
| 2008-2011 | COE Travel Grant      | College of Education |
| 2007-2008 | Graduate Travel Grant | UNT Graduate School  |

E. Credentials

|           |  |
|-----------|--|
| 2004-2022 | Texas EC-4 Bilingual Generalist (renewed 2016) |
|           | Texas Probationary EC-4 Bilingual Generalist   |

F. Department Service

Texas A&M University-Commerce

|           |   |
|-----------|---|
| 2014-2018 | Program Coordinator, Reading                                  |
| 2014-2019 | Center's Council Member                                       |
| 2017      | Learning Management System Committee                          |
| 2018-2019 | Academic Program Review Team (MAT)                            |
| 2015-2016 | Academic Program Review Team (Undergraduate/Graduate Program) |



|              |   |
|--------------|---|
| 2016-2019    | Admissions Implementation Team  |
| 2016-2018    | TK 20 Implementation Team   |
| 2016-present | Doctoral Reading Advisor (EDCI 718)   |
| 2014-Present | Masters Reading Advisor   |
| 2020         | Dean (College of Education)<br>Search Committee   |
| 2020         | Assistant Professor (Math)<br>Search Committee  |
| 2019-2020    | Assistant Professor (Reading) Chair<br>Search Committee<br>Dr. Kamshia Childs           |
| 2019-2020    | Ad Interim Assistant Professor (Secondary) Chair<br>Search Committee<br>Dr. Marti Cason |
| 2019-2020    | Clinical Assistant Professor (ECE) Chair<br>Search Committee<br>Dr. Michelle Huffman    |
| 2019-2020    | Advisor (ELED) Chair<br>Search Committee<br>Rebecca Adams                               |
| 2019-2020    | Assistant Professor (ECE) Chair<br>Search Committee<br>Dr. Melanie Loewenstein          |
| 2019-2020    | Assistant Professor (C&I) Chair<br>Search Committee<br>Dr. Julie Persky                 |
| 2018-2019    | Ad interim Assistant Professor (RDG) Chair<br>Search Committee<br>Dr. Laura Slay        |
| 2017-2018    | Assistant Professor (CINS) Chair<br>Search Committee<br>Dr. Karyn Miller                |

|              |   |             |
|--------------|---|-------------|
| 2016-2017    | Assistant Professor (BLED) Chair<br>Search Committee<br>Dr. Alexandra Babino              |             |
| 2016-2017    | Assistant Professor (CINS) Chair<br>Search Committee<br>Dr. Sarah Guthery                 |             |
| 2015-2016    | Assistant Professor (RDG) Chair<br>Search Committee<br>Dr. Kimmera Pinkerton              |             |
| 2015-2016    | Ad interim Assistant Professor (BLED) Chair<br>Search Committee<br>Dr. Carol Revelle      |             |
| 2015-2016    | Ad interim Instructor (CINS) Chair<br>Search Committee<br>Sarah Guthery                   |             |
| 2015-2016    | Assistant Professor (ECE) Chair<br>Search Committee<br>Dr. Nicole Pearce                  |             |
| 2015-2016    | Part-Time TRES Induction Coordinator Chair<br>Search Committee<br>Dr. Carole Walker       |             |
| 2014-2015    | Ad interim Assistant Professor (CINS) Chair<br>Search Committee<br>Dr. Patsy Sosa-Sanchez |             |
| 2014-2015    | Ad interim Instructor (CINS) Chair<br>Search Committee<br>Julie Persky                    |             |
| 2014-2015    | Part Time Instructor (CINS) Chair<br>Search Committee<br>Pat Burns                        |             |
| 2014-present | Lead Professor (RDG 370, EDCI/RDG 516, RDG 528, RDG 640, RDG 667)                         |             |
| 2014-2015    | ACP Courses Redesign  | Team Member |
| 2013-        | Graduate Reading Program  | Team Member |
| 2013-        | Pre-service Interviews  | Member      |

University of North Texas-Denton/Dallas

|           |  |                                 |
|-----------|--|---------------------------------|
| 2012-2013 | Peer Observer  | Bilingual and ESL Education     |
| 2011-2013 | Trac Dat Administrator   | Interdisciplinary Studies       |
| 2011-2013 | Admission, Review and Retention                                    | Committee Member                |
| 2012      | Bilingual and ESL Education  | Program Coordinator             |
| 2011      | Bilingual/ESL Education  | Lead Professor                  |
| 2010      | UNT Doctoral Consolidation Member<br>Ad-hoc Committee              |                                 |
| 2010      | UNT Social Committee   | Department Representative       |
| 2010      | UNT Trac Dat Lead<br>Assessment System                             | Department Administrator        |
| 2010      | UNT Lecturer, LLBE<br>Search Committee                             | Faculty Representative          |
| 2009      | UNT Lecturer, LLBE<br>Search Committee                             | Graduate Student Representative |
| 2008      | UNT Assistant Professor, LLBE<br>Search Committee                  | Graduate Student Representative |
| 2008      | Beginning Teacher Conference                                       | Annual Conference Team          |
| 2007      | UNT Assistant Professor<br>Bilingual Education<br>Search Committee | Graduate Student Representative |
| 2011      | EDEE 3320 Lead Professor   |                                 |
| 2011      | EDBE 4470 Lead Professor   |                                 |
| 2011      | EDBE 4490 Lead Professor   |                                 |
| 2009-2010 | EDBE 3470 Lead Instructor  |                                 |
| 2009-2011 | EDBE 4470 Lead Instructor  |                                 |

G. University Service

Texas A&M University-Commerce

|              |  |
|--------------|--|
| 2017-2019    | Faculty Senate (C&I Representative)          |
| 2016-2017    | Desire to Learn (D2L) Implementation Team    |
| 2015-2016    | Sophomore Year Experience (Italy/Austria)    |
| 2014-present | Institutional Effectiveness Author (Reading) |

2014-present Faculty Senate Academic Practices Committee  
2013-present Mane Event Committee

University of North Texas-Denton/Dallas

2012-2013 Provost Search Committee  
Member

2012-2013 University Assessment Council (SACS Accreditation)  
Member

2012-2013 21<sup>st</sup> Century Provost's Council  
Member

2012-2013 Texas Association of Chicanos in Higher Education (TACHE)  
University Representative

2012-2013 Faculty Council  
Secretary/Treasurer (elected)

2012-2013 University Technology Council  
Member

2012-2013 Writing Across the Curriculum  
Faculty Member

2012 CEEP House  
Volunteer

2011-2012 Viva Dallas  
Volunteer

2011 Writing Lab  
Tutor

2011 Mosaic Multicultural Committee  
Member

2011 UNT-D Fall Open House  
Classroom Volunteer

2011 Keys to Success

Volunteer

2007 UNT Chair  
Teacher Education and Administration

Search Committee

Graduate Student Representative

H. International/National Service

Board of Directors

2016-2020 Association of Literacy Educators and Researchers

Manuscript Reviewer

2015- TESOL Journal  
2015-2016 English in Texas  
2014 Networks Journal  
2013- Journal of Latinos and Education  
2012 Journal of Multicultural Education (JME)

I. Conference Proposal Reviewer

2015 National Council of Teachers of English (NCTE)  
2013-2015 Association of Literacy Educators and Researchers (ALER)  
2011-2014 Literacy Research Association (LRA)  
2012 International Reading Association (IRA)  
2008 National Association of Bilingual Education (NABE)

Other

2013-2016 National Association of Bilingual Education (NABE)  
Outstanding Dissertation Committee  
2011 Literacy Research Association (LRA)  
Session Chair

J. Community Service

2014 Lewisville ISD Volunteer

2013 Perot Museum Volunteer

2013 Mountain View Poetry Judge  
2012-2013 Discipline Task Force Member  
Dallas Independent School District

2008 Texas Association for the  
Improvement of Reading Annual Conference Coordinator

North Star Writing Project

|           |  |                               |
|-----------|--|-------------------------------|
| 2007      | Texas Association for the Improvement of Reading | Annual Conference Coordinator |
| 2007-2014 | National Writing Project                         | Leadership Committee Member   |

K. Other Relevant Professional/Academic Information

RDG 690 Principles and Practices of Literacy Leaders (Spring 2018)

Designed a course to address the need for doctoral students to learn more about the multiple professional roles educators have in school setting to aid in the learning and acquisition of literacy skills. Students learned best approaches to improving literacy instruction with and without school settings.

RDG 560 Literacy Assessment (Fall 2016)

Redesigned the course to address the need to use miscue analysis in a more in depth and deliberate way with one student, practice using reading assessment tools like the QRI with one student, and finally put together a profile to present to parents and teachers.

RDG 597 Literacy in the 21<sup>st</sup> Century (Summer 2015)

In summer 2015, I designed a course to target the professional development of inservice teachers, Reading for the 21<sup>st</sup> Century This course focuses on the components of reading (phonemic awareness, phonics, vocabulary development, fluency, and comprehension); assessments and supporting students' use of the cueing systems; learning to write and writing to learn; reading in content areas; best practices in the science of teaching reading.

RDG 528 Teaching Writing (Summer 2014)

The course was redesigned to meet current writing practices using workshop approaches.

RDG 370 Reading and Literacy II (Fall 2014)

In summer 2014, I redesigned the course to include the training of informal reading inventories, and to use writing and the writing workshop as way to teach comprehension.