



Curriculum Vita June 2017

Instructor: Dr. Tami Morton, Ph.D., Assistant Professor

Academic Department: Curriculum and Instruction

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EDUCATION

Doctor of Philosophy (Ph.D.)
University of North Texas
Major: Reading
Minor: Library Science

Master of Teaching (MT)
University of Virginia
Major: Elementary Education

Bachelor of Arts (BA)
University of Virginia
Major: Sociology

Certification: Texas Generalist (Grades EC-6). Valid until 2021

TEACHING EXPERIENCE

2012-Present, Assistant Professor of Reading, Department of Curriculum and Instruction, Texas A & M-University-Commerce

2011- 2012 Graduate Assistant (GA) in Reading, Department of Teacher Education and Administration, University of North Texas

2011 Lecturer, Reading, Department of Education, Texas Christian University

2008-2010 Graduate Assistant in Reading, Department of Teacher Education and Administration, University of North Texas

1995-1996 First Grade Teacher, Seminole City Schools, Winter Springs, Florida

1993-1995 First Grade Teacher, Wake County Public Schools, Raleigh, North Carolina

1991-1992 Kindergarten Teacher, Chesapeake City Schools, Chesapeake, Virginia

PROFESSIONAL EXPERIENCE

2000-2009 Freelance Contractor of School Materials

1996-2000 Associate Editor of Reading/Language Arts, Harcourt, Inc.

INSTRUCTIONAL ASSIGNMENTS

Texas A&M University-Commerce (2012-present)

Course Title	Times Taught	# of Students	Total Range (1-5, 1 is highest)
RDG 350 Reading & Literacy I	10 times	20-34	(1.09-1.58)
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 360 Word Analysis Skills	3 times	14-22	(1.00-1.38)
This course examines the English phonological system used in reading and writing. The focus of this course is an examination of the competencies and TEKS related to word analysis skills of all learners. Specific attention is given to phonics and phonemic awareness and, the strategies that are useful to readers and writers in the development and assessment of word knowledge and word analysis.			
RDG 370 Reading & Literacy II	2 times	12-20	(1.39-1.40)
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.			

RDG 380 **2 times** **25-35** **(1.53-1.54)**
The pre service teacher will explore the science of teaching reading and the integration of best practices for supporting reading and writing instruction in content areas. Students will examine strategies for various disciplines and middle/secondary levels. Attention will be given to how teachers support students in reading textbooks and other learning materials. The course will include phonics, phonemic awareness, reading comprehension, vocabulary development, fluency, writing processes, and assessments.

RDG 417 **1 time** **14** **(1.067)**
The preservice teacher will explore the science of teaching reading and the integration of best practices for supporting reading and writing instruction in content areas. Students will examine strategies for various disciplines and middle/secondary levels. Attention will be given to how teachers support students in reading textbooks and other learning materials. The course will include phonics, phonemic awareness, reading comprehension, vocabulary development, fluency, writing processes, and assessments.

RDG 448 **7 times** **(25-30)** **(1.09-1.655)**
Characteristics and Challenges of English Language Learners in Field Based Setting - Three semester hours. The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments including the SOLOM will be studied.

RDG 520 **2 times** **(16-22)** **(1.34-1.61)**
Literacy and Instruction I. Three semester hours. This course focuses on the application of knowledge of the interrelated components of reading across all developmental stages, including oral language, phonological and phonemic awareness, the alphabet principle, word analysis, fluency, comprehension, vocabulary, written language, concepts of print, and expertise in reading instruction at the primary, intermediate/middle, and high school levels.

RDG 521 **2 times** **(14-20)** **(1.78-1.83)**
Literacy and Instruction II. Three semester hours. This course explores research proven classroom strategies for student comprehension development and expression through writing, with a focus on the reader, the writer, texts, and the transaction. In addition, this course examines assessment of reading comprehension and writing, with attention on profiling class needs and individual needs and abilities, the selection of appropriate books and materials for grouping, and the teacher as a reading professional.

RDG 562 **2 times** **(20-25)** **(1.23)**
Critical Issues in Literacy Education. Three semester hours. This course is designed to increase awareness and understanding of critical issues surrounding the evolving concept of literacy. This course will study selected issues affecting educational thought and schooling practices emphasizing critical analysis of the cultural, political and sociological contexts of school-societal problems.

RDG 597 1 time (11) (1.333)
Literacy Instruction for the 21st 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 650 1 time (5) (1.000)
Child, Young Adult, & Multicult Lit: History, Pedagogy, and Technology This course will address four major literature issues related to elementary and secondary school students: 1) explore children's, young adult literature, and multicultural literature genres, 2) research current and historical trends and issues, 3) investigate integration and cross curricular pedagogical issues, and 4) probe the expanding definition of texts in a technological medium. Prerequisite: Doctoral level standing or consent of instructor

EDCI 517 2 times (14-20) (1.333-1.87)
Reading & Learning in K-12 Content Areas This course is designed for graduate students in the alternative certification program seeking initial teacher certification. The focus is on reading comprehension, conceptual development, and strategies for interacting with expository text and medias . The role of the teacher, the structure of text , text analysis methods, and content area reading strategies are examined in relation to the student and the learning process. Research-based reading strategies are discussed as appropriate for all elementary and secondary grade levels.

ELED 438 3 times (25-30) (1.24-1.63)
Integrated Learning: Social Studies in Field-Based Settings. Three semester hours. Explores the integrated nature of learning with social studies as content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team.

ELED 443 5 times (25-30) (1.09-1.633)
Classroom Management for Teacher Candidates in Culturally Diverse Field-Based Settings. Three semester hours. A field-based course in which prospective teachers develop & improve the skill of managing classroom environments, curriculum, space and time, and student behavior with culturally, economically, and educationally diverse student populations. Candidates acquire knowledge, skill, & ability by observing and working with experienced public school teachers in their elementary and/or middle school classrooms.

ELED 447 6 times (25-30) (1.09-1.11)
Teacher Inquiry Projects and Assessment in Field-Based Settings Focuses on effective methods of assessment including the implementation of teacher inquiry projects as well as formal and informal assessments. The role of formative

- 2015 McCrary, D., Brown, D., Sennette, J., & **Morton, T.** (2015). *An exploratory study of children with disabilities using a literacy-based integrated curriculum in a Head Start program*. Journal of Education and Social Justice. 3(1), 1-11.
- 2014 Isbell, L. and **Morton, T.** (2014). *Perceptions of Pre Service Teachers Concerns on Incorporating Technology in the 21st Century Classroom*. The Journal of the Effective Schools Project (JESP).
- Morton, T.** (2014). *Paired Books: Literature Connections for Emergent Learners*. Early Years, 35(4), 24-28.
- Morton, T.** and 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 Mathis, J., and **Morton, T.B.** (2013). *Reading aloud to preservice teachers: An inquiry into student perception and implications for future instructional planning*. The Dragon Lode, 32(1).
- Sennette, J.D., Pizzoli, T. and **Morton, T.** (2013). *Beginning the Dialogue: Talking About Literature in the Teaching of Multicultural Education*. Texas Journal of Literacy Education, 1(1), pp. 22-28.
- 2011 Mathis, J., Bailey, A., Knezek, L., **Morton, T.**, Sanders, A., Shearer, R., & Stewart, M. (2011). *Nonfiction access to information, insight, and imagination*. The Dragon Lode, 39(2), 3-11.

INVITED PUBLICATIONS

- 2017 Schmidt, R., Aziz, S., Finan, K., Flood, N.B., **Morton, T.**, Sung, Y.K., Wilson, F., Wilson, S.L., and Wooten, D. (2017). 2017 Notable Books For A Global Society: Connect, Understand, Imagine, And Celebrate. Submitted to Dragon Lode.

Articles Submitted for Publication

Morton, T. & Stryker, A. (Revise and Resubmit). *Benefits of Providing Choice in Pre Service Teacher Education*. Manuscript submitted to Texas Association for Literacy Education (TALE).

Morton, T., Sennette, J., Brown, D., & McCrary, D. *Communities in Action: Mentoring*

Urban African American and Latin Adolescent Girls. Submitted to Journal of Community Engagement and Scholarship (JCES).

Brown, D., McCrary, D., Sennette, J., & Morton, T. Poverty and Young Children: Home and School Based Solutions. Submitted to *Dimensions of Early Childhood*.

Manuscripts under preparation

Morton, T. & Araujo, J. The Tutoring Practices of a University Professor and an Elementary African American Girl during a Yearlong Experience

Morton, T. & Araujo, J. A Trip of A Lifetime: A Year Later.

Lowenstein, M., Morton, T., & Brown, D. Motivating Pre Adolescent Readers to Read.

Morton, T. Appreciating African American Characters Search of Identity.

STATE, REGIONAL, AND NATIONAL PRESENTATIONS

2017 Morton, T. (2017, July). Introducing the Notable Books for a Global Society 2017. Presented at 2017 International Literacy Association (ILA), Orlando, FL.

Morton, T. (2017, November) Appreciating African American Characters Search of Identity (Roundtable) accepted to 2017 NCTE Annual Convention in St. Louis, MO.

Dixon, K., Foote, M., Morton, T., & Araujo, J. (2017, November) The Power of Parental Involvement: Preparing Pre service Teachers to Understand More About the Out of School Literacy Lives and Cultures of Children. Presented at 2017 Association of Literacy Educators (ALER) Conference in St. Petersburg, FL.

2016 Morton, T. (2016, November). *Faces of Advocacy: Preservice Teachers see the Whole Picture*. Presented at the National Council of Teachers of English Conference (NCTE), Atlanta, GA.

2015 Morton, T. & Araujo, J. (2015, September) *Enhancing Vocabulary through the Incorporation of Picture Books*. Proposal accepted to Texas Association to the Improvement of Reading Conference, Denton, TX.

- 2014 Morton, T., Brown, D., Sennette, J.D., and McCrary, D. (2014, November) *Literature Connections to Language and Literacy in our Global World*. Proposal accepted to National Association of Young Children Conference, Dallas TX.
- Morton, T. & Araujo, J. (2014, October) *A Call for Help: Bridging the Literacy Needs of Lauren*. Paper accepted to Association of Literacy Educators and Researchers Conference, Delray Beach, FL.
- 2013 Mathis, J. & Morton, T. (2013, December). *Reading Aloud to Pre Service Teachers: An Inquiry into Student Perceptions and Implications for Future Instructional Planning*. Paper presented at the Literacy Research Association (LRA) conference, Dallas, TX.
- Mathis, J. & Morton, T. (2013, November). *Uncovering Stories of America's Forefathers in Children's Literature: A Critical Search for the Voices, Involvements, and Perspectives of Historically Under-represented Ethnic Groups*. Paper presented at Association of Literacy Educators and Researchers (ALER), Dallas, TX.
- Morton, T. & Mathis, J. (2013, October). *Filling Historical Gaps with Children's and Adolescent Literature: African American Voices and Involvement in US History*. Poster presentation at the 10th Annual International Board on Books for Young People (IBBY) in St. Louis, MO.
- 2012 Morton, T. (2012, November). *Recognizing ethnic identity of the African American characters in Newbery Medal and Newbery Honor books*. Paper presented at the Literacy Research Association (LRA) conference in San Diego, CA.
- Morton, T. (2012, July). Using Literature to Help Students Gain Knowledge and Understanding. The Alliance of Black School Educators Annual Spring Conference. Denton, TX.
- 2011 Morton, T. (2011, September). Multicultural Read Alouds. Texas Association for the Improvement of Reading, Denton, TX.
- 2010 Mathis, J., Taliaferro, C., Shearer, R., & Morton, T. (2010, November). *Reading Aloud: Sustaining Literacy Promises across Instructional Contexts in Contemporary Times*. Presentation at the Association of Literacy Educators and Researchers (ALER), Omaha, NE.
- Mathis, J., Knezek, L., Morton, T., Sanders, A., Shearer, R., & Stewart, M. (2010, December). *Teachers As First Responders in Selecting*

Literature for Classroom Use: Rosenblatt Invites Understandings into Literature Selections for Contemporary Classrooms. Roundtable presentation at National Reading Conference (NRC), Fort Worth, TX.

2009 Morton, T. B. (2009, September). "Mom, You Should Have Seen the Book We Read Today:" Fostering Excitement with Multicultural Children's Literature. Texas Association for the Improvement of Reading.

Proposal Submitted to Conferences

EDITORSHIP

Dec. 2015-Sept 2016 Co-Editor, Journal of Teacher Action Research
<http://www.practicalteacherresearch.com/jtar1.html>
Gilbert Naizer & Tami Morton

SERVICE TO THE FIELD

2016-2018 Term Committee Member, Notable Books for a Global Society
www.clrsig.org
Selected to serve on committee for three years. Duties include reading the most current multicultural books and identifying the notable multicultural titles each year.

January 2014-present Associate Editor, Journal of Teacher Action Research
<http://www.practicalteacherresearch.com/jtar1.html>

Spring 2013-present Reviewer, Early Years Journal

SERVICE TO THE UNIVERSITY

February 2017-Present Member, Mayo Scholarship Award Committee

October 2015-May 2016 Advisor, Sophomore Year Experience Residence Life & Living Department

SERVICE TO THE DEPARTMENT

Jan 2017-Present Advisor, Curriculum and Instruction Undergraduate Program

Feb 2015- Present Member, Curriculum and Instruction Scholarship Committee

Nov. 2014-Present Curriculum and Instruction's Library Representative

October 2014-Present Committee Chair, Alumni Ambassador Curriculum & Instruction

September 2013-Present Course Coordinator for RDG 350

- Completed annual evaluations of adjunct professors
- Worked as a member of the **TEA Audit Advisory Committee** to help prepare RDG 350 for the 2014 audit.
- Dyslexia Deployment Plan Committee; helped to prepare Dyslexia Deployment Plan for all of the undergraduate reading courses.

Sept. 2013 & March 2014 Search Committee Chair (3 search committees)

- Assistant/Associate Professor Position for Curriculum and Instruction RDG
- Assistant Professor Position for Curriculum and Instruction RDG Hired Dr. Juan Araujo
- Assistant Professor Position for Curriculum and Instruction ECE or RDG Hired Dr. Kathryn Dixon
- Assistant Professor Position for Curriculum and Instruction Hired Dr. Laura Isbell

Spring 2013-Present

Break-out Sessions Chair, Bill Martin Jr Symposium

- 13th Annual Conference, 2017, scheduled 35 break-out sessions
- 12th Annual Conference, 2016, scheduled 40 break-out sessions
- 11th Annual Conference, 2015, scheduled 50 break-out sessions
- 10th Annual Conference, 2014, scheduled 47 break-out sessions
- 9th Annual Conference, 2013, scheduled 40 break-out sessions

Fall 2012-present Member, CHEC Seminar Design, Teach, and Field-Based Center

Fall 2012-present Member, University Mane Event Committee

SERVICE TO THE COMMUNITY

LKB Academy, Dallas TX. May 2013

<http://www.lkbacademy.org/>

Provided data analysis to the community outreach group who collected data about their current program working with middle school girls. Paper was created that noted results and recommendations.

PROFESSIONAL ORGANIZATIONS

National

Sept 2016-present
June 2013-present
June 2013-present
October 2013-2016

Member, National Council of Teachers of English (NCTE)
Member, Children's Literature Sig (CL/R Sig)
Member, International Literacy Association (ILA)
Member, United States Board on Books for Young People
(USBBY)