

Michelle Kwok

Assistant Professor

Texas A&M University, School of Education and Human Development

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[ORCID](#); [Google Scholar](#)

EDUCATION

- Ph.D. in Educational Studies: Literacy, Language, and Culture** 2016
University of Michigan. Dissertation title: *Tracing the Mediating Contexts of Writing Instruction from Professional Development to Classrooms*
- M.A. in Educational Studies: Literacy, Language, and Culture** 2010
University of Michigan
- B.A. in English Education: Literacy and Composition** 2005
California State University, Long Beach, *Summa Cum Laude*

ACADEMIC POSITIONS

- Assistant Professor** F2023-Present
Texas A&M University, School of Education and Human Development, Department of Teaching, Learning and Culture
- Clinical Assistant Professor** 2019-2023
Texas A&M University, School of Education and Human Development, Department of Teaching, Learning and Culture
- Lecturer** 2018-2019
Texas A&M University, School of Education and Human Development, Department of Teaching, Learning and Culture
- Lecturer** 2016-2018
California State University, San Bernardino, College of Education, Department of Teacher Education and Foundations
- Postdoctoral Research Assistant** 2016
University of Michigan, School of Education

PUBLICATIONS

*Note: an asterisk * denotes student*

REFEREED ACADEMIC JOURNALS

- Kwok, M., Rios, A.*, & Kwok, A. (2022). Dispelling deficit framing: Investigating pre-service teacher beliefs about the intersections between literacy instruction and culturally relevant pedagogy. *Teachers and Teaching: Theory and Practice*, 29(1), 52-69. ([link](#)) SJR-2022: 1.167

- Kwok, M., Welder, R. M., Moore, J., & Williams, A. M.*** (2022). Beyond keywords: Applying Systemic Functional Linguistics to unpack the language of additive word problems. *International Journal of Science and Mathematics Education*, 20(1), 163-186. Special Issue: Reading in Science and Mathematics Education. ([link](#)) SJR-2022: 1.055
- Kwok, M.** (2022). Tensions between disciplinarity and generality within a professional development on writing instruction. *English Teaching: Practice and Critique*, 21(1), 71-83. Special Issue: Disciplinary Literacy in English Teaching and Teacher Education. ([link](#)) Scopus-2022: 1.5.
- Kwok, A., Rios, A.*, & Kwok, M.** (2022). Pre-service teachers' motivations to enter the profession. *Journal of Curriculum Studies*, 54(4), 576-597. ([link](#)) SJR-2020: 0.982
- Kwok, M., Rios, A.*, Kwok, A., Matthews, S.** (2021). Teacher candidates' developing beliefs about diversity and its role in effective literacy teaching. *Education and Urban Society*, 53(8), 886-908. ([link](#)) SJR-2020: 0.739
- Kwok, M., Vela, K. N.*, Rugh, M. S.*, Lincoln, Y. S., Capraro, R. M., & Capraro, M. M.** (2020). STEM words and their multiple meanings: The intricacies of asking a clarifying question. *Communication Education*, 69(2), 176-198. ([link](#)) SJR-2020: 0.93
- Rainey, E.C., Kwok, M. N.** (2016). Preparing doctoral students to study the “knotty problems” of literacy education. *Journal of Language & Literacy Education*. ([link](#))
- Rackley, E. & Kwok, M. N.** (2016). “Long, boring, and tedious”: Youths' experiences with complex, religious texts. *Literacy*, 50(2), 55-61. ([link](#)) SJR-2016: 0.494
- Brooks-Yip, M. Andrew-Vaughan, S., Grant, A., Conklin, H., Putnam, D., & Kwok, M.** (2015). Content area collaboration. *Literacy Today*, 35(1), 12-13.

INVITED BOOK EDITORSHIPS

Editorial Assistant for *Handbook of Reading Research* (Volume V). Moje, E. B., Afflerbach, P., Enciso, P., & Lesaux, N. (Eds.). (2020). Routledge.

INVITED BOOK CHAPTERS

Kwok, M. N., Ganding, E., Hull, G. A., & Moje, E. B. (2016). Sociocultural approaches to high school writing instruction: Examining the roles of context, positionality, and power. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (2nd ed.), 257-271, Guilford.

PUBLISHED REFEREED CONFERENCE PROCEEDINGS

- Welder, R. M., Kwok, M., Williams, A. M.*, & Moore, J.** (2022). Supporting preservice K-8 teachers' conceptions of addition using a linguistics approach to analyzing word problems. In S. Bateiha, & G. Cobbs. (Eds.), *Proceedings of the 49th Annual Conference of the Research Council on Mathematics Learning* (pp. 77-85). Grapevine, TX. ([link](#))
- Welder, R. M., Williams, A. M.*, Kwok, M., & Moore, J.** (2021). Applying systemic functional linguistics to unpack the language of additive word problems. In D. Olanoff, K. Johnson, & S. Spitzer (Eds.), *Proceedings of the 43rd Annual Conference of the North American Chapter of the*

International Group for the Psychology of Mathematics Education (pp. 1011-1015). Philadelphia, PA.

MANUSCRIPTS IN PROGRESS

- Kwok, M.** (Under review). Preservice teachers' flexible use of linguistic patterns when modifying one-step problems.
- Kwok, M., Su-Keene, E., & Rios, A.** (Under review). Preservice teachers' definitions of equity and equality in a highly politicized context.
- Kwok, A., De Le Cruz, I., & Kwok, M.** (Under review). What you say and how you say it: Exploring clinical teaching field supervisor written feedback.
- Kwok, A., Kwok, M., & Sommers, T.*** (In Preparation). Clinical Teaching Gaps: Reflections from Preservice Teachers.
- Rios, A. & Kwok, M.** (In Preparation). Preservice teachers' diverse text choices.

CONFERENCE PRESENTATIONS

*Note: an asterisk * denotes student*

- Kwok, M., Gooden, M.*, Sanders, M.*** (2024, June). *Using linguistics-informed strategies in a peer-review workshop for posing two-step additive word problems.* Workshop presentation for the NCTE-NCTM Joint Conference for Elementary Literacy and Mathematics. New Orleans, LA.
- Kwok, M., Sanders, M.*, Gooden, M.*** (2024, September). *What is the hidden question? A workshop for posing two-step additive word problems.* Workshop presentation for the NCTM Annual Meeting. Chicago, IL.
- Kwok, M., Rios, A.** (2024, April). *From abstract notions to concrete examples: Preservice teachers' definitions of equity and equality.* Paper presentation for the Annual Conference of the American Educational Research Association. Philadelphia, PA.
- Rios, A., Kwok, M., Zentell, S.** (2024, April). *Preservice teachers' centering or marginalization of diversity in their selection and description of multicultural texts.* Paper presentation for the Annual Conference of the American Educational Research Association. Philadelphia, PA.
- Kwok, A., Kwok, M., De La Cruz, Davis, J., & Davis, K.** (2024, April). *Exploring elements of field supervisor written feedback.* Roundtable session for the Annual Conference of the American Educational Research Association. Philadelphia, PA.
- Rios, A. & Kwok, M.** (2024, February). *From the margins to the center: Preservice teachers' selections and descriptions of multicultural texts.* Paper Presentation for the Annual Conference of the National Council of Teachers of English Assembly for Research. Austin, TX.
- Rios, A. & Kwok, M.** (2023, December). *Preservice teachers' reasons for choosing multicultural texts.* Paper Presentation for the Annual Conference of the Literacy Research Association. Atlanta, GA.
- Kwok, M., Fields, S., & Matthews, S.** (2023, May). *Using questioning and talk moves to support constructive text discussions.* Interactive presentation for the Lilly Conference on Evidence-Based Teaching and Learning. Austin, TX.
- Woodward, R. J. & Kwok, M.** (2023, June). *Pioneering pedagogy: An innovative and inclusionary approach to global education via a virtual study abroad model.* Presentation for the Higher Education Teaching and Learning Conference. Aberdeen, Scotland.

- Kwok, M.** (2022, December). *Bringing joy to literacy learning for students of color*. Discussant. Annual Conference of the Literacy Research Association. Phoenix, AZ.
- Kwok, M., Fields, S., & Matthews, S.** (2022, October). *Crafting explicit writing prompts to help students hit the mark*. Texas Conference on Student Success. College Station, TX.
- Woodward, R. J., **Kwok, M.,** Chatzistogianni, E.* (2022, June). *Integration of creativity principles and high impact practices to innovate global learning in higher education*. Presentation for the International Conference on Education and New Developments. Madeira, Portugal.
- Woodward, R. J., **Kwok, M.,** Chatzistogianni, E.* (2022, April). *Integration of technology design and high impact practices to innovate a virtual study abroad program*. Presentation for the Transformational Teaching & Learning Conference. College Station, TX.
- Williams, A. M.*, Welder, R. M., **Kwok, M.,** & Moore, J. (2022, March). *Supporting preservice teachers' learning of word problems with linguistics*. Paper Presentation for the 49th Annual Conference of the Research Council on Mathematics Learning. Grapevine, TX.
- Welder, R. M., **Kwok, M.,** Moore, J., & Williams, A. M.* (2022, February). *Beyond keywords: Applying Systemic Functional Linguistics to unpack the language of additive word problems*. Paper Presentation for the 26th Annual Conference of the Association of Mathematics Teacher Educators. Las Vegas, NV.
- Kwok, M.,** Moore, J., Welder, R. M., & Williams, A. M.* (2021, December). *Beyond keywords: Unlocking the language of word problems in math*. Paper Presentation for the Annual Conference of the Literacy Research Association. Atlanta, GA.
- Kwok, M.,** Rios, A.*, Kwok, A. (2021, December). *Countering a deficit narrative: Exploring complexity in pre-service teacher beliefs on diversity and literacy instruction*. Paper Presentation for the Annual Conference of the Literacy Research Association. Atlanta, GA.
- Welder, R. M., Williams, A. M.*, **Kwok, M.,** & Moore, J. (2021, October). *Applying Systemic Functional Linguistics to unpack the language of additive word problems*. Paper Presentation for the 43rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. Philadelphia, PA.
- Woodward, R. J. & **Kwok, M.,** (2021, June). *Creating a virtual study abroad experience to Russia*. Poster Presentation for the International Conference on Education and New Developments. Virtual.
- Woodward, R. J. & **Kwok, M.,** (2021, April). *Creating a virtual study abroad experience to Russia*. Workshop Presentation for the Transformational Teaching & Learning Conference. College Station, TX. Virtual.
- Kwok, M.,** Moore, J., Williams, A. M.*, & Welder, R. M. (2021, March). *Integrating linguistics and mathematics to support preservice teachers in identifying structural differences in word problems*. Paper Presentation for the Annual Conference of the American Association for Applied Linguistics. Virtual.
- Rios, A.*, **Kwok, M.,** Matthews, S., & Kwok, A. (2020, December). *A continuum from equality to equity: Analyzing teacher candidate perceptions of the interplay between literacy and multicultural instruction*. Paper Presentation for the Annual Conference of the Literacy Research Association. Virtual.
- Kwok, M.** (2020, May). *Engaging in role play to enhance empathy and teamwork building*. Workshop Session for the Transformational Teaching & Learning Conference. College Station, TX. (Conference canceled).

- Rios, A.*, **Kwok, M. N.**, Matthews, S. D. & Kwok, A. (2020, April). *It's not just about text selection: Unearthing tensions within preservice teacher beliefs along the continuum of culturally relevant literacy instruction*. Roundtable Session for the Annual Meeting of the American Educational Research Association. San Francisco, CA. (Conference Canceled)
- Kwok, M. N.**, Rios, A., Kwok, A. & Matthews, S. D. (2020, April). *Teacher candidates' developing beliefs about diversity and its role in effective teaching*. Roundtable Session for the Annual Meeting of the American Educational Research Association. San Francisco, CA. (Conference Canceled)
- Rios, A.*, **Kwok, M.**, Matthews, S., & Kwok, A. (2020, February). *Does Diversity Matter? Preservice Teacher Perceptions of Culturally Relevant Literacy Instruction*. Paper Presentation for the Annual Conference of the Association of Teacher Education. Atlantic City, NJ.
- Kwok, M.**, Matthews, S. (2019, November). *Using formative literacy assessments to break away from deficit perspectives of adolescent readers*. Roundtable Session for the Annual Conference of the Association of Literacy Educators & Researchers. Corpus Christi, TX.
- Kwok, M. N.**, Matthews, S., Fields, S. (2019, May). *Moving beyond the textbook: Using multimodal text sets to promote critical thinking*. Workshop Session for the Transformational Teaching & Learning Conference. College Station, TX.
- Kwok, M. N.**, Rainey, E., Humphrey, C. A.* (2019, April). *Exploring disciplinary literacy practices and perspectives among high-achieving adolescents*. Poster Session at the Annual Meeting of the American Educational Research Association. Toronto, Canada.
- Kwok, M. N.**, Rainey, E., Maher, B., Moore, J. (2018, December). *Disciplinary literacy development across the school years*. Symposium Session for the Annual Conference of the American Reading Forum. Sanibel Island, FL.
- Kwok, M. N.**, Rainey, E. (2018, November). *Learning about disciplinary literacy development from higher achieving adolescents*. Paper Presentation for the Annual Conference of the Association of Literacy Educators & Researchers. Louisville, KY.
- Kwok, M. N.**, Brooks-Yip, M., Aumen, J., Venema, S., Vincent, D., Konett, E. (2016, December). *Making the conceptual and practical shift from teaching reading and writing in the content areas to disciplinary literacy*. Problems Court Session for the Annual Conference of the American Reading Forum. Sanibel Island, FL.
- Kwok, M. N.** (2016, April). *Exploring the context of professional development on disciplinary writing instruction*. Roundtable session. Poster Presentation for the Annual Meeting of the American Educational Research Association. Washington, DC.
- Kwok, M. N.** (2016, February). *Disciplinary writing instruction from professional development to classrooms*. Paper session. Paper Presentation for the Annual Conference of the National Council of Teachers of English Assembly for Research. Ypsilanti, MI.
- Kwok, M. N.** (2015, December). *Tracing disciplinary writing instruction from professional development to enactment*. Paper Presentation for the Annual Conference of the Literacy Research Association. Carlsbad, CA.
- Rainey, E., **Kwok, M. N.** (2014, December). *Promoting collaboration and strengthening small-scale qualitative research: A model for 21st century doctoral training*. Paper Presentation for the Annual Conference of the Literacy Research Association. Marco Island, FL.
- Kwok, M. N.** (2013, December). *Relationships between epistemological awareness and authority in writing*. Symposium session. Paper Presentation for the Annual Conference of the Literacy Research Association. Dallas, TX.

- Nguyen, M., & Tijunelis, V. (2013, April). *Using functional linguistics metalanguage to promote meaningful text-based discussions*. Paper Presentation for the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Learned, J., Mihocko, E., Nguyen, M., Rainey, E. & Tijunelis, V. (2012, December). *Bringing a community of practice lens to the preparation of literacy scholars: The case of a history of literacy research course*. Alternative Format Session for the Annual Conference of the Literacy Research Association. San Diego, CA.
- Stockdill, D., Learned, J., Rainey, E., Nguyen, M., Rappa, N., & Moje, E. B. (2011, December). *Complicating “achievement” in adolescent literacy: Exploring differences between higher and lower achieving adolescent readers*. Symposium Session for the Annual Conference of the Literacy Research Association. Jacksonville, FL.

INVITED PRESENTATIONS

- Pioneering Pedagogy: An Innovative Approach to Global Education via a Virtual Study Abroad Model.** Collaborative for Innovation in Teacher Education, Texas A&M Woodward, J. & Kwok, M. 2023 Oct
Conducted international workshop for practitioners interested in using the virtual model in secondary classrooms.
- Cultural Competence** 2023 Sept
 Institute for the Development and Education of Asian American Leaders, Texas A&M
Conducted workshop for 150 students on the importance of cultural awareness and intercultural communication. Comments included, “Dr. Kwok was so engaging and I loved her talk! I didn’t expect to learn as much as I did!”
- Hear from Peers: Supporting Students Navigating Uncomfortable and Challenging Concepts in the Classroom Network** 2023 Feb
 Kwok, M. & Pantuso, T. Center for Teaching Excellence, Texas A&M University
Conducted workshop for A&M System faculty members on supporting students engage in critical self-reflection.

GRANTS

- Catapult Triad + Seed Grant Program** 2024-2025
Texas A&M University, College of Education & Human Development
 Kwok, M. Using Linguistics to Support Preservice Teachers’ Instruction of Math Word Problems. \$30,000 (Funded). Role: PI
- Equity in Math Education Research Grant (EMERG) Program** 2023
National Academy of Education
 Kwok, M. Using a Linguistic Approach to Support Preservice Teachers in Ambitious Mathematics Instruction. \$113,000 (Unfunded). Role: PI
- Deans for Impact**
 Kwok, A., Bartanen, B., Kwok, M. Accelerate HQIM Module Pilot Analysis. 2023
 \$35,000 (Funded). Role: Co-PI (\$10,000)
- Teaching Excellence Grant Program** 2023-2025
School of Education and Human Development, Texas A&M University

Woodward, J., **Kwok, M.**, Whiteside, E., & Sweany, N. A Virtual Model for Developing Intercultural Engagement Opportunities. \$14,680 (Funded).

Presidential Transformational Teaching Grant 2020-2022

Texas A&M University System and the Center for Teaching Excellence

Woodward, J., & **Kwok, M.** Creating and Validating a Virtual Study Abroad Experience. \$60,000 (Funded). Role: Co-PI (\$12,000)

Catapult Triad + Seed Grant Program 2020-2022

Texas A&M University, College of Education & Human Development

Kwok, A., Bartenan, B., **Kwok, M.** Text Mining Pre-Service Teachers' Responses to Predict Success Within and Beyond Teacher Education. \$30,000 (Funded). Role: Co-PI (\$10,000)

Innovation and Improvement Teacher Education Mini Grant 2020-current

The Office of Educator Preparation, Raise Your Hand Texas

Kwok, M., Parker, D., Matthews, S., Kwok, A., Parish, K. Using a Paired Placement Model and Structured Formative Assessments to Prepare Teacher Candidates. \$10,000 (Funded). Role: Co-PI (\$2,000)

Catapult Triad + Seed Grant Program 2018-2020

Texas A&M University, College of Education & Human Development

Kwok, M., Li, Y., Howe, R. Integrating Mathematics and Literacy Instruction to Support Teacher Candidates. \$10,000 (Funded). Role: Co-PI (\$3,000)

AVPA Pandemic Innovative Arts Grant 2020

Texas A&M University, Academy for the Visual & Performing Arts

Woodward, J. & **Kwok, M.** Innovative Delivery of Traditional Georgian Folk Music: A Virtual Concert Experience. \$1,725 (Funded). Role: Co-PI (\$862)

Grown Your Own Grant 2018-2019

Texas Education Agency, Teach Program: Cycle 2/Path 3

Hill-Jackson, V., Craig, C., Kwok, A., James, M., **Kwok, M.** aggieTERM: Aggie Teacher Education Residency Model. \$220,000 (Funded). Role: Evaluator (\$5,000)

Catapult Triad + Seed Grant Program 2018-2019

Texas A&M University, College of Education & Human Development

Kwok, A., **Kwok, M.**, Parker, D., Parish, K., & Ronsonet, M. Aggie Teacher Preparation Pipeline. \$10,000 (Funded). Role: Co-PI (\$2,000)

New Faculty Learning Committee Grant 2016-2017

California State University, San Bernardino. (\$1,000)

Affordable Learning Solutions Grant 2016-2017

California State University, San Bernardino. (\$1,000)

Rackham Graduate Student Research Grant 2014

University of Michigan, Rackham Graduate School. (\$2,455)

UNIVERSITY TEACHING EXPERIENCE

TEXAS A&M UNIVERSITY

Undergraduate Courses

RDNG 467: Reading and Language Arts SP2019, SP2021

Recent trends, issues and research on the impact of listening, oral language, process writing, grammar, spelling and handwriting on the development of reading strategies and communicative competence. Application of research in field settings.

RDNG 490: Assessment in Reading Instruction in Middle Grades for ELA/Social Studies

F2018, F2019, SP2019, SP2020, F2020, SP2021, F2021

Evaluation of middle grades students reading performance; selection, understanding, and implementation of formal and informal evaluation procedures in classroom reading assessment, diagnosis, and instruction.

RDNG 490: Assessment in Reading Instruction in Middle Grades for Math/Science F2018,

SP2020, F2020, F2021(2 sections), SP2022, SP2023, F2023

Evaluation of middle grades students reading performance; selection, understanding, and implementation of formal and informal evaluation procedures in classroom reading assessment, diagnosis, and instruction.

EDCI 353: Early Childhood through Adolescent Education F2018, SP2019, F2019, SP2020,

F2020, SP2021, SP2022 (2 sections)

Early childhood through adolescent approaches and instructional materials appropriate for EC through middle school programs; impact of research and theory on child development from gestation to early adolescence on instructional practices.

INST 222: Foundations of Education in a Multicultural Society F2019, SP2019, SP2020

Historical, philosophical and cultural foundations of education emphasizing education for a multicultural society.

EPSY 485: Virtual Study Abroad to Athens, Greece SP2022

Virtual study abroad to immerse students in cross-cultural experiences across a variety of experiences, including a visit to the Parthenon, street art tour, a live cooking session, and an Olympic Games workout.

EPSY 485: Virtual Study Abroad to Russia and Georgia SP2021

Virtual study abroad to immerse students in cross-cultural experiences across a variety of experiences, including visits to schools, a Russian Orthodox Church, a live cooking session, and a ballet lesson.

Study Abroad to South Africa and Zimbabwe March 2020

Graduate Courses

EDCI 656: Learning Theories F2020, SP2021, F2021, SP2022, F2022 (2 sections), SP2023

Educational applications developed from theory and research of young learners, specifically the processes of learning.

EDCI 604: E-Learning Classroom Management SP2023

Focuses on the development of effective management skills crucial to successful instruction and student achievement; application of theory and research to practice and establish oneself as a professional in the area of classroom management; applicable to elementary, middle level, and secondary school settings.

EDCI 645: Society and Education in World Perspective SP2023

Comparative education; interrelationships among societal institutions and particular roles that education plays in different cultures and political systems.

EDCI 715: Academic Writing for Graduate Students SU2020, SU2021, SU2022

Introduction to concepts central to graduate-level writing; exploration of writing productivity strategies; investigation of strategies for synthesizing research; focused study and implementation of writing process elements; development of clarity for written expression; improvement in command over textual, rhetorical and discursive conventions common in academic writing for dissemination within school-based environments.

Graduate Advising

Ed.D. Chair or Co-Chair

1. Melissa Kelly
2. Seneca Hart
3. Amy Elliot
4. Brian Vannest (Chair)
5. Keri Reynolds (Chair)
11. Virginia Armstrong (Chair, graduated Fall 2022)
12. Wayne Kelly (Chair, graduated Fall 2022)
13. Ruthie Walker (Co-Chair, graduated Fall 2022)
14. Laura Gallardo (Chair, graduated Fall 2022)

6. Stefani Kelly (Chair)
7. Carson Bailey (Co-Chair)
8. Eugene Blair (Co-Chair)
9. Kara Woodley (Co-Chair, graduated summer 2023)
10. Criselda Rodriguez (Chair, graduated summer 2023)

15. Robin Bova (Chair, graduated Spring 2022)
16. Victoria Metcalf (Chair, graduated Spring 2022)
17. Penelope Flores (Co-Chair, graduated Summer 2021)
18. Allison Gilmore (Co-Chair, graduated Fall 2021)
19. Leah Kasey Lowry (Co-Chair, graduated Summer 2021)

PhD Committee Member

1. Puskar Joshi
2. Chelsea Cole
3. Salma Ali (Graduated Fall 2023)

Ed.D Committee Member

1. Seth Fewell
2. Toni Harrison-Kelly (graduated Summer 2020)
3. Richele Langley (graduated Spring 2020)
4. Sharla Williams (graduated Spring 2020)

M.Ed Chair

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| <ol style="list-style-type: none"> 1. Casie Longoria 2. Ashlee Almon 3. Brenna Kilbride 4. John Jopez 5. Christina Martini 6. Robert Nickerson 7. Shelby Winder (graduated Spring 2024) 8. Caitlin Bowden (graduated Spring 2024) | <ol style="list-style-type: none"> 9. Susan Burke (graduated Summer 2023) 10. Destiny White (graduated Summer 2023) 11. Nicole Kessler (graduated Spring 2023) 12. Alexandria Seldenrust (graduated Summer 2021) 13. Amy Haby (graduated Summer 2020) 14. Sharon Key (graduated Spring 2021) |
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MS Chair

1. Alyssa Watson (TLAC Distinguished Honor Graduate, graduated Spring 2023)

MS Thesis Committee Member

2. Sainz, Amanda (EPSY department)

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

ESEC 419: Literacy Across the Curriculum F2016, W2017, SP2018

This course explores how to teach reading and writing to prepare students for discipline-specific thinking across content areas. The course includes the design and implementation of formative and summative assessments in the classroom.

ESEC 410: Adolescent Development and Learning F2016, SP2018

The course highlights the ways adolescents interact within school settings, and examines research on adolescent development as it pertains to effective teaching. Students will explore various theories of physical, cognitive, social, and emotional development, and consider how those theories inform teaching in secondary school contexts.

ESEC 545: Adolescent Literacy Tutoring F2016, F2017

Tutor training for students to work with low literacy and at-risk adolescents in reading. Topics include literacy methods, multicultural issues, learning disabilities and use of educational software. 20 hours lecture and 48 hours of tutoring an adolescent in a field-based setting.

UNIVERSITY OF MICHIGAN

EDUC 402: Reading and Writing in the Content Areas for Secondary Mathematics F2013, F2014, F2015, W2016

Offers an introduction to the processes of reading and writing development, emphasizing methods and materials for teaching literacy skills in elementary and junior high schools (K–8).

EDUC 307: Practicum 1 for Secondary Teachers of Mathematics F2011, W2015

Provides students with supervised opportunities to integrate theory and practice by working with teachers in classrooms or other field settings.

EDUC 307: Practicum 1 for Secondary Teachers of Social Studies/History W2014

Provides students with supervised opportunities to integrate theory and practice by working with teachers in classrooms or other field settings.

RESEARCH TRAINING EXPERIENCE

Youth Literacy Processes and Practices, Co-Principal Investigator	2012-2014
Co-PI: Emily Rainey	
The Iterative Development of Modules to Support Teachers' Engagement in Exploring Language and Meaning in Text with English Language Learners	
Research Assistant	2010-2013
Co-PIs: Mary Schleppegrell and Annemarie Palincsar	
Learning and Teaching the Disciplines through Clinical Rounds	
Research Assistant	2009-2013
Co-Directors: Elizabeth Moje and Robert Bain	
Sweetland Writing Development, Research Assistant	2013
PI: Anne Gere	
Writing Genre with Purpose, Research Assistant	2013
Co-PIs: Nell Duke and Cathy Reischl	
Upper Level Writing Requirement, Research Assistant	2012
PI: Anne Gere	
The Study of Social and Cultural Influences on Adolescent Literacy Motivation and Development, Research Assistant	2009-2011
PI: Elizabeth Moje	

HONORS, AWARDS, and FELLOWSHIPS

Association of Former Students University Level Award for Teaching Excellence	2024
Texas A&M University. (\$4,000)	
Department of Teaching, Learning and Culture Achievement Award for Teaching.	2023
(\$1,000)	
Jerry and Kay Cox Fellow. STaR Mentoring Program.	2019-2021; 2023-2023
Texas A&M University, College of Education & Human Development. (\$2,000)	

Association of Former Students College Level Award for Teaching Excellence Texas A&M University. (\$2,000)	2022
Literacy Research Association Best Paper Award: Area 1-Teacher Education For paper presentation at the LRA Annual Conference. Rios, A., Kwok, M., Matthews, S., & Kwok, A. <i>A Continuum from Equality to Equity: Analyzing Teacher Candidate Perceptions of the Interplay Between Literacy and Multicultural Instruction</i>	2020
National Association of System Heads—Association of College and University Educators (NASH-ACUE) Course in Effective Teaching Practices. (\$1,000)	2020-2021
Teaching Works Summer Learning Institute Fellow, University of Michigan <i>Paid fellowship to teach foundational elementary literacy teaching practices</i>	2013
Rackham Doctoral Fellowship, University of Michigan <i>Full tuition scholarship</i>	2010-2015
Rackham Merit Fellowship for Master’s Degree, University of Michigan <i>Full tuition scholarship</i>	2009-2010
President’s Scholar Award, California State University, Long Beach <i>Full tuition scholarship</i>	2002-2005

PREVIOUS TEACHING EXPERIENCE

Mentor Tutor for America Reads	2010 -2012
Assistant Language Teacher, Japan Exchange and Teaching Program (JET) Aomori Prefectural Board of Education	2007-2009
Teacher, Kaplan K12 Learning Services	2006-2007
ESL Specialist, California State University, Long Beach	2005-2006
AVID Tutor, Long Beach Unified School District	2004-2005
Math Tutor, Long Beach Unified School District	2003-2004

PROFESSIONAL SERVICE

NATIONAL SERVICE and PEER REVIEW

Literacy Research Association Area 1: Teacher Education Program Chair	2019-2022
<i>Multicultural Perspectives</i> manuscript peer reviewer	2022
<i>Curriculum Inquiry</i> manuscript peer reviewer	2022-2023
<i>English Teaching: Practice and Critique</i> peer reviewer	2022
Literacy Research Association Conference Proposal Reviewer	2012-present
American Educational Research Association Conference Proposal Reviewer	2013-present
Textbook review for <i>Scientific American: Child and Adolescent Development</i> . (2022). Fuligni, A., Fuligni, A., & Bayne, J. (Eds.). Macmillan.	2020-2022
<i>Educational Research for Policy and Practice</i> manuscript peer reviewer	2021
<i>Teaching and Teacher Education</i> manuscript peer reviewer	2020
Review for Tenure, Brigham Young University-Hawaii	
<i>Research in the Teaching of English</i> manuscript peer reviewer	2016-2018

DEPARTMENTAL and COLLEGE SERVICE

Texas A&M University Faculty Coordinator of Online MEd program in Curriculum and Instruction	2022-present
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Oversees admission and advising for the Generalist Program. Handles student appeals, probation, and dismissal. Manages curricular alignment across the core courses and oversees the M.Ed. steering committee. Responsible for conducting program assessment through AEFIS.

Undergraduate Committee	F2023-present
Graduate Faculty Committee	F2022-present
Undergraduate Scholarships Committee Chair	2022-2023
Trained in SPARTA, SOLAR, and Compass programs to systematically select scholarship award recipients. Maintain detailed notes in case of audit. For F2022-SP2023, 24 students awarded that totaled \$36,500. For F2023: 13 students awarded that totaled \$19,500	
Collaborative for Innovation in Teacher Education Steering Committee	2020-present
EdD Steering Committee	2019-present
Clinical Evaluation Committee	2020, 2022
Raise Your Hand Texas: Interdepartmental Curriculum Enhancement (ICE) Committee	2020-2022
TK20 Early Adoption Committee	2020-2021
Interfolio Revising Committee	2020-2021
Undergraduate Curriculum Alignment Committee	2020-2022
EdTPA Pilot Group Committee	2020-2022
Admissions Reviewer for Online MEd Program	2018
<u>California State University, San Bernardino</u>	
Co-Program Coordinator, Teacher Education and Foundations Department Single Subject Program	2016-2017
Transformation Leader, Single Subject Credential Program Curriculum Transition from Quarter to Semester	2016-2017
Editor, Single Subject Credential Program Handbook	2016-2017

PROFESSIONAL DEVELOPMENT and CONSULTANCIES

Michigan Association of Intermediate School Administrators and General Education Leadership Network	2016
<i>Design consultant to produce the Essential Literacy Instructional Practices (2018) for the state of Michigan.</i>	
Literacy Leadership Intensive	2016
Center for Education Design, Evaluation and Research, University of Michigan	
<i>Conducted in-service professional development for teachers in disciplinary literacy instruction.</i>	
Washtenaw Intermediate School Districts, Ann Arbor, MI	2016
<i>Conducted in-service professional development for teachers and administrators in disciplinary literacy instruction.</i>	
Slippery Rock University, Slippery Rock, PA.	Feb 2015
<i>Faculty presentation on disciplinary literacy.</i>	
Allegan County School District, Allegan, MI	2011
<i>Conducted in-service professional development for secondary ELA teachers. Focused on disciplinary literacy teaching.</i>	

MEDIA

“A promising future for math instruction: Preparing effective teachers and tutors.” White paper. *Deans for Impact*. February 2024. ([link](#))

- “Speaking virtual Greek,” Season 3, Episode 11. In *Around Texas with Chancellor John Sharp*. College Station, TX. Texas A&M University System. December 14, 2022. ([link](#))
- “Cultural experiences through virtual study abroad,” College of Education & Human Development, May 12, 2021. ([link](#))
- “Developing culturally-responsive educators.” College of Education & Human Development, March 16, 2021. ([link](#))
- “What are STEM words and their multiple meanings?” College of Education & Human Development, November 18, 2021. ([link](#))

MEMBERSHIPS

Literacy Research Association (LRA)	2011-present
American Educational Research Association (AERA)	2011-present
American Association for Applied Linguistics	2021-present
Research Council on Mathematics Learning	2022
Association of Mathematics Teacher Educators	2022
North American Chapter of the International Group for the Psychology of Mathematics Education	2022
Association of Literacy Educators and Researchers (ALER)	2017-2019
American Reading Forum (ARF)	2016-2018
National Council of Teachers of English (NCTE)	2016-2017
International Literacy Association (ILA)	2016-2017

PROFESSIONAL DEVELOPMENT

ACUE (Association of College and University Educators) Inclusive Teaching for Equitable Learning Microcredential Texas A&M University Center for Teaching Excellence	2021-2022
NASH-ACUE (National Association of System Heads) Course in Effective Teaching Practices Texas A&M University Center for Teaching Excellence	2020-2021
The Humanizing Education, Learning, and Leadership Online/Offline (HELLO2) Teaching Certificate Program Texas A&M University Center for Teaching Excellence	2019-2020
Faculty Success Program National Center for Faculty Development and Diversity	2019-2020