Julie L. Pennington

Curriculum Vita

Positions:

July 2015	Professor of Literacy Studies University of Nevada, Reno
August 2012-July 2019	Director of the UNR Center for Learning & Literacy University of Nevada, Reno
July 2008-July 2015	Associate Professor of Literacy Studies University of Nevada, Reno
July 2002 to June 2008	Assistant Professor of Literacy Studies University of Nevada, Reno
August 1988 to June 2002	Elementary Educator (grades 1-6)

Education:

Ph.D.	The University of Texas at Austin, Curriculum and Instruction Language and Literacy Studies
M. Ed.	The University of Texas at Austin Curriculum and Instruction Language and Literacy Studies/ English as a Second Language Endorsement
B.S.	The University of Texas at Austin Elementary Education/Early Childhood

Publications

Books:

Pennington, J.L. & Salas, R.G. (2017). *A Tutoring Primer: Reading with K-6 Struggling Readers, English Learners, and Families*. San Diego, CA: Cognella.

Hughes, S.A. & **Pennington, J.L.** (2016). *Autoethnography: Process, Product, and Possibility for Critical Social Research*. Thousand Oaks: Sage.

Obenchain, K.M. & **Pennington, J.L**. **(**2015**).** *Educating Young Citizens: Teaching Critical Democratic Literacy in the Elementary Classroom.* New York: Routledge.

Pennington, J. L. (2004). *The colonization of literacy education: A story of reading in one elementary school*. New York: Peter Lang. [Finalist National Reading Conference Ed Fry Book Award 2006]

Journal Articles:

*Denotes work with student(s)

Pennington, J.L., Brock, C.H. & Salas, R.G. (in press). Repositioning white monolingual English speaking teachers' conceptions of language: Counterstories and embodied learning. *Urban Education.*

McVee, M., Brock, C., **Pennington, J. L.** (2018). Repositioning Resistance: Studying the in In-service and Pre-service Teachers We Don't Reach and Teach in Our Literacy and Diversity Courses. *Pedagogies: An International Journal*. doi.org/10.1080/1554480X.2018.1537187

Marx, S., **Pennington, J.L.** & Chang, H. (2017). Critical autoethnography in pursuit of educational equity: Introduction to the IJME special issue. (Guest Editor Introduction) *International Journal of Multicultural Education*. 19 (1), 1-6.

Obenchain, K.M. & **Pennington, J.L.** (2017). Cultivating civic life through studying current events. *Social Studies and the Young Learner*. Editor's notes (guest editors), 29 (3), 2-3.

Obenchain, K.M., **Pennington, J.L**., Bedford, M., & Carter, H. (2016). The students are listening: Elementary education's responsibility to young citizens beyond the rituals of democratic citizenship. *Teachers College Record*, October 12, 2016, 21680. (commentary). *

Pennington, J.L. & Obenchain, K.M. (2015). Primary Sources as Informational Texts: Visual Literacy as a Mode of Comprehending and Composing. *The Oklahoma Reader*, 51 (2), 23-31.

Brock, C.H. & **Pennington, J.L.** (2014). Exploring three white American teachers' dispositional stances towards learning about racial, cultural, and linguistic diversity. *Pedagogies: An International Journal,* 9 (4), 322-342.

Brock, C.H., Oikonomidoy, E., Wulfing, K., **Pennington, J.L.** & Obenchain, K.M. (2014). "Mean Girls" go to college: Exploring female-female relational bullying in an undergraduate literacy course. *Peace and Conflict: Journal of Peace Psychology, 20 (4), 516*. *

Pennington, J.L. & Prater, K. (2014). The veil of professionalism: An autoethnographic critique of white positional identities in the figured worlds of white research performance. *Race Ethnicity and Education,* 1-26.

Pennington, J.L., Obenchain, K.M. & Brock, C.H. (2014). Reading informational texts: A civic transactional perspective. *The Reading Teacher.* 67 (7), 532-542.

Oikonomidoy, E. M., Brock, C.H., Obenchain, K.M., & **Pennington, J.L.** (2013). Demos as an explanatory lens in teacher educators' elusive search for social justice. *Education, Citizenship and Social Justice*, 8 (3) 231-241.

Pennington, J.L., Obenchain, K.M., Papola, A. & Kmitta, L. (2012). The Common Core: Educational redeemer or rainmaker? *Teachers College Record*. Date Published: October 12, 2012 http://www.tcrecord.org ID Number: 16902. *

Hughes, S. A., **Pennington, J. L.,** & Makris, S. (2012). Translating autoethnography across the AERA Standards: Toward understanding autoethnographic scholarship as empirical research. *Educational Researcher*. 41 (6), 209-219.

Pennington, J.L., Brock, C.H. & Ndura, E. (2012). Unraveling the threads of white teachers' conceptions of caring: Repositioning white privilege. *Urban Education,* 47 (4), 743-775.

Pennington, J.L., Brock, C.H., Palmer, T. & Wolters, L. (2012). Opportunities to teach: Confronting the deskilling of teachers through the development of teacher knowledge of multiple literacies. *Teachers and Teaching: Theory and Practice*, 19 (1), 63-77. *

Pennington, J.L., & Brock, C.H. (2012). Constructing critical autoethnographic self-studies with white educators. *International Journal of Qualitative Studies in Education.* 25 (3), 225-250.

Brock, C.H., **Pennington, J.L.** & Ndura, E. (2012). Using multimodality as a conceptual lens: Examining two teachers' learning in the Multiliteracies Teacher Institute Project. *Pedagogies: An International Journal,* 7 (4), 275-294.

Obenchain, K.M. & **Pennington, J.L.** (2012)**.** We elect a president: Using literature to teach decision-making skills. *Social Studies and the Young Learner*. 25 (1), 17-21.

Pennington, J.L., Brock, C.H., Abernathy, T., Bingham, A., Major, E., Ndura, E., & Wiest, L. R. (2012). Teacher educators' dispositions: Footnoting the present with stories for our pasts. *Studying Teacher Education.* 8 (1), 69-85.

Bingham, A, Hubbard, H.L., & **Pennington, J.L.** (2012). The role of visual art instruction in the special education classroom. *The Researcher*, 24 (1), 1-13.*

Wiest, L. R., Brock, C. H., **Pennington, J. L.** (2012). Exploring Educational Equity for GLBT Students and Teachers. *Teacher Education and Practice, 25*(1), 119-130.

Jackson, P., Brock, C., Lapp, D. & **Pennington, J. L**. (2011). Precious' Story: Learning to use language and literacy for her own purposes. *Journal of Language and Literacy Education*. 7 (2) 85-94.

Obenchain, K.M., **Pennington, J.L**., Orr, A. (2010). Angela: On a critical curve. *Theory and Research in Social Education,* 38 (4), 298-316. *

Pennington, J.L., (2007). Re-Viewing NCLB through the figured worlds of policy and teaching: Creating a space for teacher agency and improvisation. *Language Arts,* 84 (5), 465-474.

Pennington, J.L. (2007). Silence in the classroom/whispers in the halls: autoethnography as pedagogy in white pre-service teacher education. *Race Ethnicity and Education,* 10 (1), 93-113.

Bingham, A., & **Pennington, J.L.** (2007). As easy as ABC: Facilitating early literacy enrichment experiences. *Young Exceptional Children,* 10 (2), 17-28.

Pennington, J.L. (2006). The mission of disposition: A white teacher educator's press for race consciousness. *The International Journal of Learning,* 12 (4), 299-308.

Pennington, J.L. (2006). Reinterpreting interactive writing in first grade: Adapting to Anna. *The California Reader,* 39 (4), 16-23.

Worthy, J., Prater, K., & **Pennington, J. L**. (2003). "It's a program that looks good on paper": The challenge of America reads. *Journal of Literacy Research*, 35 (3), 879-910.

Marx, S., & **Pennington, J.L**. (2003). Pedagogies of critical race theory: Experimentations with white preservice teachers. *International Journal of Qualitative Studies in Education*, 16 (1), 91-110.

Hoffman, J. V. Roser, N.L., Salas, R., Patterson, B., & **Pennington, J.L.** (2001). Text leveling and "little books" in first-grade reading, *Journal of Literacy Research*, 33, 507-528.

Invited Book Reviews:

Pennington, J.L. & Salas, R.G. (2015). Transformational Literacy: Making the Common Core Shift with Work That Matters, *Teachers College Record.*

Invited Book Chapters:

Obenchain, K.M., **Pennington, J.L**., and Bardem, M. (2019). Intersecting Goals in an Elementary Social Studies Design Project: Confessional Tales of Teacher and Researcher Relationships. In Beth C. Rubin, Eric B. Freedman & Jongsung Kim, (Eds). *Design research in social studies education: Critical lessons from an emerging field* (pp. 157-178). New York: Routledge.

Wiest, L.R., Brock, C.H., & **Pennington, J.L.** (2016). Exploring LGBTQ issues in K-12 education: A dialogue with graduate students. In V.E. Bloomfield & M. E. Fisher (Eds.), *LGBTQ Voices in Education: Changing the Culture of Schooling* (pp.13-26). New York: Routledge.

Salas, R.G. & **Pennington, J.L.** (2014). My life in stories, my world in pictures: A view of Multiliteracies from the outside in. In F. B. Boyd & C.H. Brock (Eds.), Social *Diversity within Multiliteracies: Complexity within Teaching and Learning* (pp. 42-57). New York: Routledge.

Brock, C.H., **Pennington, J.L**., Morrison, J.D. (2012). If homework really matters--assign some that's valuable. In D. Lapp & B. Moss (Eds.), *Exemplary Instruction in the Middle Grades: Teaching that Supports Engagement and Rigorous Learning* (pp. 321-331). New York: Guilford. *

Brock, C.H., Boyd, F.B. & **Pennington, J.L.** (2011). Variation in language and the use of language across contexts: Implications for literacy teaching and learning. In D. Lapp & D. Fisher (Eds.), *Handbook of research on teaching the English language arts* (pp. 83-89). New York: Routledge.

Brock, C.H., **Pennington, J.L**. Oikonomidoy, E., Townsend, D. (2010). "It's just like telling them they will never be scientists:" Helen's journey transforming linguistic and racial categories. In G. Li & P. Edwards (Eds.), *Best practices in ELL instruction* (pp.328-352). New York: Guilford Press.

Obenchain, K., **Pennington, J.L**., Salas, R.G. (2009). Thinking Like a Historian: Planning Integrated Social Studies/Literacy Lessons to Support English Learners in Fifth Grade. In C.H. Brock, D. Lapp, R.G. Salas, D. Townsend (Eds.), *Learning to converse, conversing to learn: Instruction that helps English language learners develop academic language proficiency* (pp. 61-76). New York: Teachers College Press.

Pennington, J.L. & Salas, R.G. (2009). Examining teacher dispositions toward literacy instruction with English learners. In L. Helman (Ed.), *Literacy Development with English Learners: Research Based Instruction in Grades K-6* (pp. 213-233). New York: Guilford.

Brock, C.H., Thompson McMillon, G., **Pennington, J.L**., Townsend, D., Lapp, D. (2009). Academic English & African American Vernacular English: Exploring possibilities for promoting the Literacy learning of all children. In L.M. Morrow, R. Rueda & D. Lapp (Eds.), *Handbook of research on literacy instruction: Issues of diversity, policy, and equity* (pp. 137-157). New York: Guilford.

Brock, C.H., Case, R., **Pennington, J.L.,** Li, G., & Salas, R.G. (2008). Using a multimodal theoretical lens to explore studies pertaining to English learners in the visual and communicative arts. In J. Flood, S. Brice-Heath, & D. Lapp (Eds.), *The handbook of research on teaching literacy through the communicative and visual arts* (pp. 51-64). New York: Lawrence Erlbaum.

Pennington, J. L. (2003). Teaching interrupted: High stakes testing in an inner-city elementary school. In F.B. Boyd, C.H. Brock, & M.S. Rozendal (Eds.), *Multicultural and multilingual literacy and language practices: Constructing contexts for empowerment* (pp. 241-261)**.** New York: Guilford.

Invited Book Reviews

Pennington, J.L. & Salas, R. (2015). Review of Transformational Literacy: Making the Common Core Shift with Work that Matters. *Teachers College Record*, Date Published: March 29, 2015 http://www.tcrecord.org.unr.idm.oclc.org ID Number: 17910

Invited Research Presentations:

Brock, C.H. & **Pennington, J.L.** (2008). Meet the Researchers poster session. *Literacy and Critical Race Theory in teacher education*. Paper presented at the International Reading Association. Atlanta, Georgia.

International Refereed Research Presentations:

Pennington, J.L., Obenchain, K.M., Oikonomidoy, E. (2013). *Envisioning Teams of Resistance: A Synergistic Discourse to the (S.T.E.M.)atization of Teacher Education.* Paper presented at the Twentieth International Conference on Learning. Rhodes, Greece.

Pennington, J.L., Obenchain, K., Brock, C.H. (2009). *Critical literacy as a tool for exploring social justice with future teachers.* Paper presented at the IAIE Intercultural Education Conference. Athens, Greece.

Oikonomidoy, E. Brock, C.H., Obenchain, K., **Pennington, J.L**. (2009). *Creating 'demos' in pre-service teacher education through the visualization of an integrated multicultural framework centered on global social-justice*. Paper presented at the IAIE Intercultural Education Conference. Athens, Greece.

Obenchain, K., **Pennington, J.L**. Brock, C.H., (2009). *Making social justice principles explicit in the teacher education classroom.* Paper presented at the IAIE Intercultural Education Conference. Athens, Greece.

Pennington, J.L. (2005). *Assumptions of similitude: Teacher educators disrupting academic rhetoric in the development of teacher dispositions*. Paper presented at the Twelfth International Conference on Learning. Granada, Spain.

National Refereed Research Presentations:

Pennington, J.L. & Hughes, S. A. (2018). *Autoethnography: The Necessity of Bringing the Self into Public Education*. Professional Development Mini-Course presented at the American Educational Research Association Conference. New York, New York.

Obenchain, K., **Pennington, J. L**., Carter, H., (2018). *Moving Beyond Civic Rituals: Elementary Students' Understanding of Civic Life in the 2016 Election*. College & University Faculty Assembly. Chicago, IL. *

Bedford, M., Carter, H., **Pennington, J.L.,** Obenchain K.M. & Magee, M. (2017). *Literacy and Social Studies Integration: Using Students' Understandings of Civil Disobedience*. Research presented at the Literacy Research Association conference. Tampa, Florida.*

Obenchain, K.M. & **Pennington, J.L**. (2017). *Intersecting Goals in an Elementary Social Studies Design-Based research study: Enacting Critical Democratic Literacy*. Research presented at the College & University Faculty Assembly (affiliate group of the National Council for the Social Studies). San Francisco, California.

Pennington, J.L. & Obenchain, K.M. (2017). *The Reluctant Teacher Advocate: An Autoethnographic Confessional Tale of Unintended Consequences*. Research presented at the Thirteenth International Congress of Qualitative Inquiry. Champaign-Urbana, Illinois.

Marx, S. & **Pennington, J.L**. (2017). *Critical Autoethnography in Pursuit of Educational Equity.* Research presented at the Thirteenth International Congress of Qualitative Inquiry. Champaign-Urbana, Illinois.

Hughes, S. A. & **Pennington, J.L**. (2017). *Autoethnography: Bringing the Known into Action to Create more Equitable Opportunity*. Professional Development Mini-Course presented at the American Educational Research Association Conference. San Antonio, Texas.

Pennington, J. L., Obenchain, K.M., Bedford, M., & Carter, H. (2016). *Elementary Students' Use of Informational Texts, Primary Sources, and Discourse to Apply Notions of Civic Virtue to their Community.* Research presented at the Literacy Research Association Conference, Nashville, Tennessee.*

Obenchain, K.M., **Pennington, J.L**., Bedford, M., Carter, H. & Magee, M. (2016). *Teaching for Civic Literacy in the Early Elementary Classroom*. Research presented at the CUFA Annual Meeting, Washington, D.C. *

Obenchain, K.M. & **Pennington, J.L.** (2016).*Constraint and Affordances: Learning Civic Concepts in Elementary Social Studies.* Research presented at the American Educational Research Association Conference. Washington, D.C.

Hughes, S. A. & **Pennington, J.L**. (2016). *Autoethnography: Process, Product & Possibility for Public Scholarship to Educate Diverse Democracies*. Professional Development Mini-Course presented at the American Educational Research Association Conference. Washington, D.C.

Pennington, J.L., Obenchain, K.M., Magee, M. & Carter, H. (2015). *Writing our Way into Understanding Civic Virtue through the Use of Informational Texts: Social Studies in First Grade. Research* presented at the Literacy Research Association Conference, San Diego, California.*

Pennington, J.L. (2015). *Remaking the Figured World of Research: Imagination & Improvisation.* Paper presented at the Literacy Research Association Conference, San Diego, California.

Pennington, J.L. & Obenchain, K.M. (2015). *Critical Democratic Literacy: Integrating Social Studies and Literacy at the Elementary Level.* Research presented at the American Educational Research Association Conference. Chicago, Illinois.

Hughes, S. A. & **Pennington, J.L**. (2014). *Applied Autoethnography: Process, Product & Innovation for Educational Practice and Policy*. Professional Development Mini-Course presented at the American Educational Research Association Conference. Philadelphia, Pennsylvania.

Pennington, J.L., Brock, C.H., Salas, R.G., Oikonomidoy, E. (2013). Exploring and *Situating Literacy Teacher Knowledge in Micro-, Meso-, and Macro-Level Contexts.* Paper presented at the Literacy Research Association Conference, Dallas, Texas.

Pennington, J.L., Brock, C.H., Oikonomidoy, E. (2012). *Teacher Improvisation and Agency within Programmatic Reading Instruction Mandates.* Paper presented as the Literacy Research Association conference, San Diego, California.

Hughes, S. A. & **Pennington, J.L**. (2012). *To Know is Not Enough: Applied Autoethnography in Research and Teaching*. Professional Development Mini-Course presented at the American Educational Research Association Conference. Vancouver, Canada.

Obenchain, K. & **Pennington, J.L.** (2012). *Democratic Education at the Elementary Level.* Paper presented at the American Educational Research Association Conference. Vancouver, Canada.

Obenchain, K. & **Pennington, J.L** (2012). *Teaching literacy for civic understanding in an on-line format*. Paper presented at the Society for Information Technology and Teacher Education. Austin, Texas.

Obenchain, K. & **Pennington, J.L**. (2011). *Is it about race or is it about history? Unpacking white elementary teachers' knowledge in relation to teaching the civil rights movement.* Paper presented at the College and University Faculty Assembly of the National Council for the Social Studies. Washington, D.C.

Obenchain, K., **Pennington, J.L.,** Oikonomidoy, E., Brock, C.H. (2011). *Critical friends as integral to self-study.* Paper presented at the American Educational Research Association Conference, New Orleans, Louisiana.

Brock, C.H. & **Pennington, J.L**. (2010). *Exploring teachers' learning about racial, cultural, and linguistic diversity*. Paper presented at the National Reading Conference. Fort Worth, Texas.

Gallagher, A. & **Pennington, J.L**. (2010). *The implementation of a literacy coach: One teacher's obstacles and successes with moving into the role of a coach*. Paper presented at the National Reading Conference. Fort Worth, Texas.*

Pennington, J.L. & Obenchain, K. (2009). *Integrating historical content into the literacy block: Recursive critical race reflection with in-service teachers.* Paper presented at the National Reading Conference. Albuquerque, New Mexico.

Salas, R.G., **Pennington, J.L**., Brock, C.H. (2009). *Reconceptualizing English and linguistic diversity: exploring two teachers' learning.* Paper presented at the National Reading Conference. Albuquerque, New Mexico.

Pennington, J.L. (2009). *Exploring whiteness: Implications for literacy teaching and learning.* Paper presented at the National Reading Conference. Albuquerque, New Mexico.

Pennington, J.L., Brock, C.H. Ndura, E. (2008). *Critical autoethnography as an instrument for critical white identity examination with inservice teachers*. Paper presented at the American Educational Research Association. New York, New York.

Brock, C.H. & **Pennington, J.L.** (2007) *Using a multimodal theoretical lens to explore literacy teachers' understandings of race, culture, and linguistic diversity.* Paper presented at the National Reading Conference. Austin, Texas.

Pennington, J.L. & Prater, K. (2006). *Whiteness as a construct in literacy research*. Paper presented at the National Reading Conference. Los Angeles, California.

Salas, R.G., Tierce, M.B., **Pennington, J.L**., & Prater, K. (2006). *Multicultural fiction and nonfiction children's literature for the content areas: Great books for a culturally and linguistically diverse classroom.* Paper presented at the International Reading Association. Chicago, Illinois.

Pennington, J.L., Osayande, K., Brock, C., Ndura, E. (2006). *Kaleidoscopic views from the front: An African-American teacher and a white teacher educator confronting whiteness*. Paper presented at the American Educational Research Association. San Francisco, California.*

Pennington, J.L., Major, E. (2006). *Practitioner research through professional development: Challenges and obstacles.* Paper presented at the American Educational Research Association. San Francisco, California.

Brock, C., Craig, E. **Pennington, J.L**.& Ndura, E. (2006). *Negotiating displacement spaces: Unraveling teacher narratives pertaining to race, culture, and identity.* Paper presented at the American Educational Research Association. San Francisco, California.*

Moloney, K. & **Pennington, J.L.** (2005). *Thirty-one bodies on the floor in front of me: Problematizing interactive writing in a second grade classroom.* Paper presented at the National Reading Conference. Miami, Florida. *

Brock, C.H. & **Pennington, J.L.** (2005). *Rewriting ourselves as white literacy teacher educators: Self-examination in the preparation of preservice teachers to teach literacy in diverse cultures.* Paper presented at the National Council of Teachers of English. Pittsburgh, Pennsylvania.

Salas. R.G., Tierce, M.B., **Pennington, J.L.** (2005**).** *The best of multicultural children's literature for the new millennium: Great books for a culturally linguistically diverse society and classroom*. Paper presented at the International Reading Association. San Antonio, Texas.

Pennington, J.L. (2004). *The veil of professionalism: The hyperpoliteness of white talk in research inquiry.* Paper presented at the National Reading Conference, San Antonio, Texas.

Pennington, J. L. (2004) *Literacy and testing for all: How teachers and policy makers in Texas defined literacy.* Paper presented at the American Educational Research Association. Paper presented at the American Educational Research Association. San Diego, California.

Pennington, J.L. (2003). *The institutionalization of literacy: A critical perspective on literacy instruction in a high stakes testing environment.* Paper presented at the National Reading Conference. Scottsdale, Arizona.

Pennington, J. L. (2003). *History and politics at Elena Elementary.* Paper presented at the American Educational Research Association. Chicago, Illinois.

Pennington, J.L (2002). *White preservice teachers in schools of color.* Paper presented at the National Reading Conference. Miami, Florida.

Marx, S., & **Pennington, J.L.** (2002). *A pedagogy of whiteness: Empowerment or oppression?* Paper presented at the American Educational Research Association. New Orleans, Louisiana.

Salas, R., **Pennington, J.L**., & Hoffman, J.V. (1999). *White preservice teacher's views on tutoring low-income Latino students.* Paper presented at the National Reading Conference. Orlando, Florida.

Pennington, J.L. (1999) *Teacher educators inquiring about practice.* Paper presented at the International Reading Association. San Diego, California.

Hoffman, J.V., Roser, N., Patterson, B., Salas, R., & **Pennington, J.L.** (1998). *Leveling text for first grade.* Paper presented at the National Reading Conference. Austin, Texas.

Pennington, J.L. (1998). *Lydia Howard Sigourney.* Paper presented at the International Reading Association. Miami, Florida.

Awards:

Research Award:

UNR College of Education Research Award 2014

Advising Award

UNR College of Education Graduate Advising Award 2012

Teaching Award:

Distinguished Teacher Award 2007

Extended Studies Summer Program

University of Nevada, Reno

Grants:

External Funding

Northern Nevada Teaching American History Grant

(2005-2008) $955,283

Washoe County School District & Kathryn Obenchain, Cindy Brock, Julie Pennington

Role: Co-designer & instructor (Per funding source requirements, only local education agencies could serve as P.I.s. Therefore, university personnel could not be listed as PIs.)

Competitive grant funded for over three years to address the content and pedagogy needs of elementary social studies teachers focused on the effective integration of social studies and literacy.

Internal Funding

UNR Acquisition of Instructional and Research Equipment Grant

(2014) $51,333

University wide competitive grant designed to enhance research & teaching

Internally funded grant used to purchase iPads for instructional and research use in the College of Education's Center for Learning & Literacy

Funded video and audio recording equipment for researching literacy instruction and assessment in the center encased within the undergraduate and graduate teacher education program

Regents Service Program

Role: Director/P.I.

(2018) $52,280, (2017) $52,280, (2016) $50,825, (2015) $31,000, (2014) $34,000, (2013) $50,000

The Regents Service Program grant provides ten undergraduate education majors with funded tutoring positions.

Each university student tutors four struggling elementary students at a local elementary school twice a week for the nine-month school year. The grant also funds one literacy doctoral student to assist with supervision and monitoring of the reading program tutoring.

Multi-literacy Teacher Institute Project

(2005-2006) $ 30,000

Cindy Brock, Julie Pennington & Elavie Ndura

Role: Co-designer & instructor

Intensive two-year program designed to help educators develop culturally relevant teaching methods to meet the needs of increasingly diverse classrooms in Northern Nevada. A collaborative research and

teaching endeavor among the Northwestern Regional Professional Development Program, the Latino Research Center, the Department of Educational Specialties in the College of Education and Extended Studies at the University of Nevada, Reno.

Instructional Enhancement Grant

(2004-2005) $ 1880.08

University of Nevada, Reno

Leveled Readers for Undergraduate Literacy Methods Courses

Primary recipient for competitive internal university grant for course material funding.

TEACHING

Teaching Experience at the University Level:

Ongoing Courses in the Department & College

Graduate Seminar in Literacy (Special topics course: critical literacy, race, and research methodology)

Graduate Advanced Qualitative Methods Course

Graduate Research in Literacy: Critical Literacy; Critical Civic Literacy

General Master's Introductory Seminar

Masters Foundations of Literacy Course

Undergraduate Language Arts (Introductory level & clinic reading methods course with practicum)

Specialty Courses for Particular Programs

Education for a Changing World: Cultural Immersion

July 2014

Co-instructor (with Eleni Oikonomidoy, Ph.D.) for a course designed for the University Studies Abroad Consortium

Visiting Professor Alicante, Spain

Online Master's Degree in Literacy Studies

Completely online master's degree that incorporates the traditional literacy offerings with co-taught courses including: Literacy for Developing Civic Literacy and Research in Literacy Education: Critical Literacy.

Teaching American History Project

September 2010-May 2011

Elementary American History Cohorts: Teaching with American Biography

Professional development modules for in-service teachers in Washoe County Schools. Taught with Kathryn Obenchain, Ph.D. (social studies scholar) and Scott Casper, Ph.D. (history scholar). Modules and book clubs were designed to assist teachers in understanding how to integrate history, social studies, and critical literacy instruction and assessment using state standards and reflective practice.

Northern Nevada Teaching American History through Literacy

2008-2009

Professional development modules for in-service teachers in Washoe County Schools, "Putting History Back into the Future: Teaching History through Literacy to the Young Citizens of Nevada," taught with Kathryn Obenchain (social studies scholar). Modules were designed to assist teachers in understanding how to integrate social studies, literacy instruction and assessment using state standards.

Multi-Literacy Teacher Institute Project

2005-2006

Collaborative effort with colleagues Cynthia Brock, Ph. D. (literacy studies) and Elavie Ndura, Ph. D. (multicultural education) Created and funded by the Regional Professional Development Program and the UNR Extended Studies Program.

A yearlong series of three courses focused on cultural relevant pedagogy.

Literacy across Languages and Cultures

2006

Co-instructor (with Cynthia Brock, Ph.D.) for a course designed for the University Studies Abroad Consortium

Visiting Professor Santiago, Chile

Teaching Experience in the Public Schools:

1988-2002

Elementary Teacher (1st grade, 1/2nd multi-age, 5/6th multi-age, Reading Recovery)

SERVICE

Service to the National Professional Community

International Literacy Association/International Reading Association

Jerry Johns Outstanding Teacher Educator in Reading Committee	2019
Elva Knight Research Grant/	
ILA Smith Teacher as Researcher Grant Committee	2017
ILA Teacher as Researcher Grant Committee	2013-2016
Co-Chair Dina Feitelson Research Publications Award Committee	2012-2013
Chair Dina Feitelson Research Publications Award Committee	2011-2012
Dina Feitelson Research Publications Award Committee	2009-2019
Albert J. Harris Research Publications Award Committee	2009-2010

National Council of Teachers of English

Standing Committee on Research	2006-2008

Literacy Research Association/National Reading Conference

Co-chair Area 8: Literacy Learning & Practice	2016-2019
Student Outstanding Research Award Committee	2009
Co-chair Area 1: Pre-service Teacher Education	2006-2008

Member of Ethnicity, Race & Multilingualism Committee 2006-

Review Boards

The Reading Teacher 2011-2015, 2017-

Journal of Adolescent & Adult Literacy 2007-

National Reading Conference Yearbook 2002

Reviewer

Curriculum Inquiry 2014-

Action in Teacher Education 2013-

Urban Education 2010-

Education Administration Quarterly 2009-

Elementary School Journal 2009-

Equity and Excellence in Education 2009-

Pedagogies 2009-

Research in the Teaching of English 2008

Journal of Teacher Education 2008

Teaching and Teacher Education 2008-

American Educational Research Journal 2007

(Teaching, Learning and Human Development)

Language Arts Journal 2007

Anthropology in Education Quarterly Journal 2006

National Reading Conference Proposal Reviewer

Area 4 and 12 2004

Graduate Student Reviewer

Research in the Teaching of English 2001-2002

Educational Researcher

Internal Review Committee 1998-2000

Service to the National Community

2011 Striving Readers Comprehensive Literacy Grant 2011

Office of Academic Improvement and Teacher Quality Programs

Office of Elementary and Secondary Education (DOE)

Reviewer

State Service

Nevada Read by Three State Reading Grant Review Committee October 2017

Nevada Governor's Literacy Summit May 2013

Guest Speaker

Nevada Striving Readers Summer Institute — June 2013

Guest Speaker

University Service

University of Nevada, Reno

Chair University Campus Affairs Committee	2014-2015
Campus Affairs Committee	2012-2015
International Activities Committee	2011-2012
Chair University Graduate Council	2010-2011
Vice Chair University Graduate Council	2009-2010
UNR Graduate Council	2008-2011
Regents' Graduate Academic Advisor Award Committee	2010-2011
Social Behavioral Institutional Review Board for the Office of Human Research Protection (IRB)	2004-2007

College Service

University of Nevada, Reno

Chair Integrated Elementary Teacher Education	2016-
Member EPC3 College Teacher Preparation & Curriculum Committee	2016-
Member College Executive Council Committee	2016-
Member Dean's Youth Resiliency Initiative Committee	2017-
Member Undergraduate Committee	2014-2016
Co-Chair College of Education Faculty Senate	2012-2013
College of Education Faculty Senate	2004-2005
Northern Nevada Writing Project University Liaison	2011-2012
Master's Program Review Task Force	2010-2011
College of Education Teacher Education Coordinating Committee	2008-2010
College of Education Committee on Teaching Evaluation	2008-2009
College of Education Diversity Committee	2006-2007

Departmental Service

Department of Educational Specialties

Chair Undergraduate Program	2009-2010
Strategic Planning Committee	2008-2009
Undergraduate Program Committee	2007-2011
Chair Literacy Search Committee	2006-2007

Graduate Program Committee 2003-2007

Program Service

Director of the Center for Literacy & Learning 2012-
(Clinic and outreach tutoring programs)

Co-constructor of the online literacy master's program 2009

Graduate Program Director for the online literacy master's program 2009-2012

Undergraduate Integrated Dual Program (elementary/special education) 2009-2011
ITEP COP Leader (Federal Grant program evaluation)

Service to the Local Community

State of Nevada
Race to the Top Great Teachers and Leaders Work Team 2010

Community
Pro bono Reading Tutoring for Families of Struggling Readers 2014-
(2-3 individualized weekly sessions/semester)

Washoe County School District
Professional Development-Elementary Writing Instruction 2015-2016
Reading Tutor Elementary Students 2009-2014

Guided Reading Professional Development 2012

Advisor/Consultant Teacher Inquiry Group 2009-2011

Nevada Reading First Advisory Team 2003-2005

Superintendent's Panel on Literacy 2003-2004

Board member, Mariposa Academy of Language and Learning
Dual Language Charter School 2003-2004
Curriculum and personnel committee member