

A. S. Flint

AMY SEELY FLINT

Professor
Elementary, Middle and Secondary Teacher Education
College of Education and Human Development
University of Louisville

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CHRONOLOGY OF EDUCATION

- Ph.D.** University of California, Berkeley, 1997
Education, Language, Literacy and Culture
Dissertation Chair: Robert Ruddell
- M.Ed.** University of California, Los Angeles, 1990
Administration and Policy Studies
- B.A.** University of Northern Colorado, Greeley, 1986
Elementary Education

ACADEMIC APPOINTMENTS AND PROFESSIONAL EXPERIENCES

Professor (with tenure)

Elementary, Middle, Secondary Teacher Education (reorganized departments, May 2019)

University of Louisville

2016-

Member of the Graduate Faculty

Responsibilities include teaching in the undergraduate Elementary Education program (with tracks in Interdisciplinary Early Childhood, Special Education, Content, and Individualized tracks), advising doctoral students, teaching in graduate programs (PhD, M.Ed.), and service to the university and community. Courses taught include EDTP 328 Building Learning Communities, EDTP 320 Reading Methods, EDAP 679 Literacy Coaching, EDAP 618 Literacy Specialist. Research interests include early literacy development, teachers' professional development and identity; culturally sustaining pedagogies, and critical literacy.

Department Chair

Early Childhood and Elementary Education

University of Louisville

2016-2018

Responsibilities include overseeing the direction and work of the faculty in the Early Childhood and Elementary Education department, serving on CEHD leadership team; managing department budgets, and maintaining an active research, teaching, and service agenda for the university.

**Associate/ Professor (with tenure)
Middle and Secondary Education (formerly Middle/Secondary Education and Instructional
Technology)**

Georgia State University

2003-2015

Member of the Graduate School Faculty

Responsibilities include advising doctoral students, teaching in graduate programs (PhD, M.Ed.), and service to the university and community. Courses taught include EDRD 8310R Theoretical Models of Reading, EDRD 8310W Theoretical Models of Writing, EDCI 9900 Critique of Educational Research, EDCI 9980 Prospectus Writing, EDRD 7260 Early Literacy Development, EDLA 8020 Social, Cultural and Political Contexts of Early Literacy, EDRD 6600 Methods and Materials for Reading Instruction, EDRD 7650 Literacy Assessment for Individuals and EDRD 8550 Trends and Issues-Critical Literacy

Assistant/Associate Professor (with tenure)

Language Education Department

Indiana University

1997-2003

Member of the Faculty of the University Graduate School (Associate)

Responsibilities involved teaching elementary education undergraduate and graduate students, service to the university and community. Courses taught included E339 Methods of Teaching Language Arts, E340 Methods of Teaching Reading, E341 Reading Methods II, L545 Advanced Methods in Teaching Reading at the Elementary Level, L549 Advanced Methods of Teaching Language Arts at the Elementary Level, L530 Topical Seminar in Language Education, and L599 Early Inquiry.

Assistant Instructor/Graduate Research Assistant

Language and Literacy Department

University of California, Berkeley

1993-1996

Responsibilities included conducting weekly seminar for graduate students on the foundations of teaching language arts and social studies through an integrated perspective; observing students teachers in the classroom; facilitating meetings with master teachers. I also collaborated with principal investigator and a team to determine the relationship between teaching orientation and teaching effectiveness. Focused on critical reading, study skills, test preparation and presentations.

Consultant/Writer

Curriculum Design Institute

Oakland, CA

2003-2010

Created professional development materials for secondary teachers in English/Language Arts.

Pearson Broadband Publishing

Scottsdale, AZ

2001

Reviewed various state standards in language arts and aligned these standards with components of an instructional product, *Knowledge Box*. Authored a White Paper on the ways in which technology facilitates literacy development and growth.

Professional Development Institute

Yorba Linda, CA

2001

Created literacy development content for an online training course.

Editor

Teacher Created Materials

Westminster, CA

1996-1999

Consulted with authors, editors, and project director. Edited strands of K-8 technology curriculum, and a primary teacher's resource book in technology and mathematics.

Seminar Lecturer

Teacher Created Materials

Westminster, CA

1996-1998

Conducted day-long workshops for in-service teachers throughout the country on integrating reading strategies and skills in authentic classroom environments.

Curriculum Developer

Curriculum Design Institute

Oakland, CA

1996

Developed lessons for integrating technology into the already established language arts curriculum

Elementary Teacher

Los Angeles, CA

Atlanta, GA

1986-1992

Grades taught include kindergarten, third, fourth and fifth. Served as Gifted and Talented Education Coordinator. Initiated an intramural physical education program for upper grade students.

SCHOLARSHIP

PUBLICATIONS

Books

Albers, P., Holbrook, T., & **Flint, A.S.** (2013), *New Methods in Literacy Research* (Eds.) Routledge

Flint, A.S. (2007). *Literate lives: Teaching reading and writing in elementary classrooms*. Hoboken, NJ: Wiley/Jossey Bass (433 pgs.)

Australian adaptation: **Flint, A.S.** et al. (2014) *Literacy in Australia: Pedagogies for Engagement*. Hoboken, NJ: Wiley/Jossey Bass (464 pgs.)

Flint, A.S. & Riordan-Karlsson, M. (2001). *Buried treasures in the classroom: Using hidden influences to enhance literacy teaching and learning*. Newark, DE: International Reading Association. (165 pgs.)

Flint, A.S. (1998). *Professional's guide: Literature circles*. Westminster, CA: Teacher Created Materials.

Flint, A.S. (1995). *Professional's guide: Becoming an effective teacher*. Westminster, CA: Teacher Created Materials.

Seely, A.E. (1994). *Professional's guide: Integrated thematic units*. Westminster, CA: Teacher Created Materials.

Seely, A.E. (1994). *Professional's guide: Portfolio assessment*. Westminster, CA: Teacher Created Materials.

Journal Articles and Chapters

Flint, A.S., Rohloff, R., & Williams, S. (in press). "I like the first slide. I like how we put it like that [words and pictures on a diagonal]:" Composing Multimodal Texts in a Grade Four Classroom, *English Teaching and Critique*

Albers, P. & **Flint, A.S.** (in press). New Literacies in One Rural South African Elementary School, *Aula Abierta*

Flint, A.S. & Jagers, W. (2021). You matter here: The impact of asset-based pedagogies on learning. *Theory into Practice, 60* (3)

Henderson, J., Warren, K., Whitmore, K., **Flint, A.S.**, Laman, T., & Jagers, W. (2020) Taking a look at classroom libraries for the literature children deserve, *Reading Teacher, 73*(6), 747-755

Flint, A.S. (2020). Dialogic practices to support translanguaging. In K.F. Whitmore, & R.J. Meyer, R.J. (Eds.). *Reclaiming Literacies as Meaning-Making: Manifestations of Values, Identities, Relationships, and Knowledge*. (pgs 223-226), New York, NY: Routledge.

Albers, P., **Flint, A.S.**, Matthews, M. (2019). Transformation of instructional practice through aesthetic experiences. *Global Education in Review, 6*(2), 34-53

Flint, A.S., Albers, P., & Matthews, M (2018). "A whole new world opened up:" The impact of place and space-based professional development on one rural South Africa primary school. *Professional Development in Education, 717-738*, doi: 10.1080/19415257.2018.1474486

Laman, T.T. & **Flint, A.S.** (2018). Creating the right conditions for multilingual writers. *Educational leadership, v75*(7), 44-52

Fisher-Ari, T., **Flint, A.S.** (2018). Writer's workshop: A (re)constructive pedagogy for English learners and their teachers. *Pedagogies: An International Journal, 353-373*, doi.org/10.1080/1554480X.2018.1440560

Flint, A.S., Albers, P., & Matthews, M. (2017). Interrupting situated practices: Critical incidents in international partnerships. *Teacher Development, 281-302*, doi.org/10.1080/13664530.2017.1363082

Zapata, A., Laman, T., **Flint, A.S.** (2017). Language Arts learning in multimodal and multilingual contexts. In (D. Lapp & D. Fisher, Eds), *Handbook of Research on Teaching the English Language Arts* (pgs 360-379). Routledge

Flint, A.S., Allen, E., Nason, M., Rodriguez, S., Thornton, N. & Wynter-Hoyte, K. (2015). "It Happened to Me": Third Grade Students Write and Draw Towards Critical Perspectives. *Journal of Language and Literacy, 11*, 25-43

- Flint, A.S.** & Fisher-Ari, T (2014). Writing their worlds: English Language Learners Navigate Writing Workshop. *Writing and Pedagogy*, 6(3), 643-648
- Allen, E. & **Flint, A.S** (2014). "I thought it was fake": Critical engagements with blogs. *English in Texas*, 45(1), 4-11.
- Flint, A.S.** & Rodriguez, S. (2013). Building a community in writer's workshop: Supporting EL students' construction of identity in a first grade classroom. In R. Meyer and K. Whitmore (Eds.) *Reclaiming Writing*, Routledge
- Flint, A.S.** & Laman, T. (2013). Where poems hide: Finding reflective, critical spaces inside writing workshop. In J Availa & J Zacher Pandya (Eds.), *Moving critical literacies forward: A new look at praxis across contexts.* (pg 72-83), New York: Routledge
- Flint, A.S.**, Allen, E., Campbell, T., Fraser, A., Hilaski, D., James, L., Rodriguez, S., & Thornton, N. (2012). More than graphs and scripted programs: Teachers navigating the educational policy terrain. In P. Thomas (Ed.), *Becoming and Being a Teacher: Confronting Traditional Norms to Create New Democratic Realities.* (pp 175-188). Peter Lang
- Greg, S., Wynter-Hoyt, K., & **Flint, A.S.** (2012). "I could just go free in my mind": Combining critical literacy, reader response, and writer's workshop in the elementary classroom. *Illinois Reading Council Journal*, 40(4), 19-25
- Flint, A.S.**, & Laman, T. (2012): Where poems hide: Finding reflective, critical spaces inside writing workshop, *Theory Into Practice*, 51(1), 12-19
- Flint, A.S.**, Zisook, K., & Fisher, T. (2011). Not a one shot deal: Generative professional development among experienced teachers. *Teaching and Teacher Education*, 27(8), 1163-1169
- Flint, A.S.**, Allen, E., Anderson, N., Campbell, T., Fraser, A., Hilaski, D., James, L., Rodriguez, S., & Thornton, N. (2011). When policies collide with conviction. *The Language Arts Journal of Michigan*, 26(2), 13-17
- Flint, A.S.**, Kurumada, K., Fisher, T., & Zisook, K. (2011). Creating the perfect storm in professional development: The experiences of two American teachers and a university research team. *Professional Development in Education*, 37(1), 95-109
- Flint, A.S.**, Maloch, B., Leland, C. (2010). Three years in the making: A cross-case analysis of three beginning teachers' literacy beliefs and practices. *Journal of Reading Education*, 35(2), 14-21
- Flint, A.S.** (2007). Book review of "Whole language teaching, Whole language practice: Looking back, looking forward." *International Journal of Progressive Education*, 3(2), 83-87
- Chafel, J., **Flint, A.S.**, Hammel, J., & Pomeroy, K. (2007). Young children, social issues, and critical literacy: Stories of teachers and researchers. *Young Children*, 62(1), 73-81
- Van Sluys, K., Lewison, M., & **Flint, A.S.** (2006). Researching critical literacy: A critical study of analysis of classroom discourse. *Journal of Literacy Research*, 38(2), 197-233
- Flint, A. S.** & Capello, M. (2003). Negotiating Voice and Identity in Classroom Writing Events, 52nd *Yearbook of the National Reading Conference.* (pp. 181-193). Chicago, IL: National Reading Conference.

- Flint, A. S.** (2003). Reader's and writer's workshops. In E. St. John (Ed) *Improving Reading and Literacy in Grades 1-5: A resource guide for research-based programs that work.* (pp. 95-100). San Francisco, CA: Corwin Publishers.
- Flint, A. S.,** Van Sluys, K., Lewison, M. (2003). Elementary Teachers Researching Critical Literacy. *School Talk*, 8 (4), National Council Teachers of English
- Maloch, B., **Flint, A.S.,** Eldridge, D., Harmon, J, Loven,R., Fine, J., Shanklin, M., & Martiniz, M. (2003). Understandings, Beliefs, and Reported Decision Making of First-Year Teachers from Different Reading Teacher Preparation Programs. *Elementary School Journal*, 103 (5), pp. 431-458.
- Hoffman, J., Barone, D., Eldridge, D., Fine, J., **Flint, A.S.,** Little, D., Loven, R., Maloch, B., & Martiniz (2003). *Prepared to make a difference: Executive summary of the National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction.* Newark, DE: International Reading Association
- Flint, A.S.,** Van Sluys, K., Lo, Y., & East, D. (2002). I never thought a first grader could teach me how to write. Examining Beliefs and Positions in Author's Circles. *51st Yearbook of the National Reading Conference.* (pp. 164-175). Chicago, IL: National Reading Conference.
- Flint, A. S.,** & Bomer, R. (2002). Inquiry-based instruction. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice.* (pp. 249-251). Santa Barbara: ABCCLIO Inc.
- Maloch, B., Fine, J., & **Flint, A.S** (2002). "I just feel like I'm ready": Exploring the influence of quality teacher preparation on beginning teachers. *The Reading Teacher*, 56 (4), 348-350
- Lewison, M., Leland, C., **Flint, A.S.,** Moller, K. (2002). Dangerous Discourses: Using Controversial Books to Support Engagement, Diversity, and Democracy. *New Advocate*, 15, 215-226
- Lewison, M., **Flint, A.,S.,** & Van Sluys, K. (2002). Taking on critical literacy: The journey of newcomers and novices. *Language Arts*, 79, 382-392
- Leland, C., Harste, J., Berghoff, B., Bomer, R., **Flint, A. S.,** & Lewison, M. (2002) Taking a Critical Stance: It's Not Just the Books You Choose. In A. McClure & J. Kristo (Eds.), *Adventuring with Books: A booklist for Pre-K-6,* (pp. 465-487), Urbana, IL: National Council Teachers of English
- Flint, A.S.,** Leland, C., Patterson, B., Hoffman, J., Sailors, M., Mast, M., & Assaf, L. (2001). "I'm still figuring out how to do this teaching thing": A cross-site analysis of reading preparation programs on beginning teachers' instructional practices and decisions. In C. Roller (Ed.), *Learning to teach reading: Setting the research agenda* (pp. 100-118). Newark, DE: International Reading Association.
- Harmon, J., Hedrick, W., Martinez, M., Perez, B., Keehan, S., Fine, J., Eldridge, D., **Flint, A.S.,** Littleton, D., Bryant-Shanklin, M., Loven, R., Assaf, L., & Sailors, M. (2001). Features of excellence of reading teacher preparation programs, *50th Yearbook of the National Reading Conference,* (pp. 262-274), Chicago, IL: National Reading Conference
- Flint, A.S.** (2000). Escapists, butterflies, and experts: Stance alignment in literary text. *Language Arts*, 77, 522-532
- Flint, A.S.** (2000). Know-it-alls, identifiers, defenders and solidifiers (KIDS): Examining interpretive authority within literacy events. *Reading Research and Instruction*, 39, 119-134.

Flint, A.S. (2000). Reflections, *Primary Voices, K-6*, 9, 30-33

Flint, A.S., Lysaker, J., Riordan-Karlsson, M.E., & Molinelli, P. (1999). Converging and intersecting views: An investigation of stance in four independent classroom studies. *48th Yearbook of the National Reading Conference*, (pp. 340-353), Chicago, IL: National Reading Conference

Editorials

Flint, A.S., Laman, T.T., Jackson, T.O. (2021). Culturally sustaining pedagogies in education. *Theory into Practice*, 60 (3),

Flint, A. S., Holbrook, T., May, L., Albers, P., & Dooley, C. M. (2016). Wow was just about all we could say (redux), *Language Arts*, 93(6), 411-415

Albers, P., Dooley, C.M., **Flint, A.S.**, Holbrook, T., & May. L. (2016). Thoughts on Common Core. *Language Arts*, 93(4), 257-259.

May, L., Albers, P., Dooley, C.M., **Flint, A.S.**, & Holbrook, T. (2016). Taking the time to watch and learn. *Language Arts*, 93(3), 165-167

Holbrook, T., May, L., Albers, P., Dooley, C.M., & **Flint, A.S.** (2015). Of body/mind and literacy. *Language Arts*, 93(1), 5-7

Dooley, C. M, **Flint, A.S.**, & Holbrook, T., May, L., Albers, P., (2015). Pivots. *Language Arts*, 92(6), 387-388

May, L., Albers, P., Dooley, C.M., **Flint, A.S.**, & Holbrook, T. (2015). Information is power. *Language Arts*, 92(4), 239-241

Holbrook, T., May, L., Albers, P., Dooley, C.M., & **Flint, A.S.** (2015). The knotted-ness of teaching. *Language Arts*, 92(3), 171-173

Albers, P., Dooley, C.M., **Flint, A.S.**, Holbrook, T., & May. L. (2014). The function of art is to make people see. *Language Arts*, 92(2), 87-89.

Flint, A. S., Holbrook, T., May, L., Albers, P., & Dooley, C. M. (2014). Who is doing the research? *Language Arts*, 92(1), 7-9

May, L., Albers, P., Dooley, C.M., **Flint, A.S.**, & Holbrook, T. (2014). Educational dialogue: Improving how we share the same sandbox. *Language Arts*, 91(6), 399-400

Flint, A. S., Holbrook, T., May, L., Albers, P., & Dooley, C. M. (2014). Common Core State Standards...Are we suppose to write folktales in first grade? *Language Arts*, 91(4), 219-222

Dooley, C. M, **Flint, A.S.**, & Holbrook, T., May, L., Albers, P., (2014). Considerations for New Editors. *Language Arts*, 91(3), 139-141

Holbrook, T., May, L., Albers, P., Dooley, C.M., & **Flint, A.S.** (2013). Extraordinary capacities: The contested and varied spaces of innovation in education. *Language Arts*, 91(2), 79-80

- Albers, P., Dooley, C.M., **Flint, A.S.**, Holbrook, T., & May, L. (2013). Discourse Analysis and Language Learning. *Language Arts*, 91(1), 7-9.
- Flint, A. S.**, Holbrook, T., May, L., Albers, P., & Dooley, C. M. (2013). Reading the word to read the world. *Language Arts*, 90(6), 399-401
- Albers, P., Dooley, C.M., **Flint, A.S.**, Holbrook, T., & May, L.(2013). Advocating for Healthy Choice in School Curricula and Food Programs. *Language Arts*, 90(4), 239-240
- Holbrook, T., May, L., Albers, P., Dooley, C. M., **Flint, A. S.** (2013). Teaching every child in heated times. *Language Arts*, 90(3), 167-168
- Dooley, C. M, **Flint, A.S.**, & Holbrook, T., May, L., Albers, P., (2012). Baby steps: Development as incremental process. *Language Arts*, 90(2), 79-81
- May, L., Albers, P., Dooley, C.M., **Flint, A.S.**, & Holbrook, T. (2012). Local Literacies in a Global World: Exploring Shifting Times. *Language Arts*, 90(1), 7-8
- Flint, A. S.**, Holbrook, T., May, L., Albers, P., & Dooley, C. M. (2012). “Wow” was just about all we could say. *Language Arts*, 89(6), 365-367
- May, L., Albers, P., Dooley, C. M., **Flint, A. S.**, & Holbrook, T. (2012). Considering the past to think about the “new.” *Language Arts*, 89(5), 291-292
- Holbrook, T., May, L., Albers, P., Dooley, C. M., **Flint, A. S.** (2012). Teachers as co-learners in the digital age. *Language Arts*, 89(4), 219-221
- Albers, P., Dooley, C. M., **Flint, A. S.**, Holbrook, T., & May, L. (2012) Writing the image, writing the word. *Language Arts*, 89(3), 163-165
- Dooley, C. M., **Flint, A. S.**, Holbrook, T., May, L., & Albers, P. (2011). The digital frontier in early childhood education. *Language Arts*, 89(2), 83-85
- Flint, A., S.**, Holbrook, T., May, L., Albers, P., & Dooley, C. M. (2011). The forces at work on literacy policy and practice. *Language Arts*, 89(1), 6-9

Reports

- Flint, A.S.**, Matthews, R., & Albers, P. (2016). Project PAL Final Report. World Vision/ USAID
- Flint, A.S.**, Matthews, R., & Albers, P. (2015d). Project PAL Quarterly Report. World Vision/ USAID
- Flint, A.S.**, Matthews, R., & Albers, P. (2015c). Project PAL Quarterly Report. World Vision/ USAID
- Flint, A.S.**, Matthews, R., & Albers, P. (2015b). Project PAL Quarterly Report. World Vision/ USAID
- Flint, A.S.**, Matthews, R., & Albers, P. (2015a). Project PAL Quarterly Report. World Vision/ USAID
- Flint, A.S.**, Matthews, R., & Albers, P. (2014d). Project PAL Quarterly Report. World Vision/ USAID.
- Flint, A.S.**, Matthews, R., & Albers, P. (2014c). Project PAL Quarterly Report. World Vision/ USAID.

Flint, A.S., Matthews, R., & Albers, P. (2014b). Project PAL Quarterly Report. World Vision/ USAID.

Flint, A.S., Matthews, R., & Albers, P. (2014a). Project PAL Quarterly Report. World Vision/ USAID.

Flint, A.S., Matthews, R., & Albers, P. (2013d). Project PAL Quarterly Report. World Vision/ USAID.

Flint, A.S., Matthews, R., Albers, P., & Nathanson, R. (2013c). Project PAL Quarterly Report. World Vision/ USAID.

Flint, A.S., Matthews, R., Albers, P., & Nathanson, R. (2013b). Project PAL Quarterly Report. World Vision/ USAID.

Flint, A.S., Matthews, R., Albers, P., & Nathanson, R. (2013a). Project PAL Quarterly Report. World Vision/ USAID.

Media Products

Flint, A.S. Albers, P., Dooley, C. Holbrook, T., May, L. (2016). Final Thoughts, *Language Arts*, 93(6), (<http://www.ncte.org/journals/la/podcasts>). Featured speakers: Peggy Albers, Amy Seely Flint, Teri Holbrook, and Laura May

Flint, A.S. Albers, P., Dooley, C. Holbrook, T., May, L. (2014). Kids as Researchers, *Language Arts*, 91(6), (<http://www.ncte.org/journals/la/podcasts>). Featured speakers: Nadjwa Norton and Heather Osterich

Flint, AS. Albers, P., Dooley, C. Holbrook, T., May, L. (2014). The framing of the Common Core *Language Arts*, 91(4), (<http://www.ncte.org/journals/la/podcasts>). Featured speakers: Patrick Shannon, Maja Wilson, Anne Whitney

Flint, AS. Albers, P., Dooley, C. Holbrook, T., May, L. (2013). Learning from families and communities. *Language Arts*, 90(6), (<http://www.ncte.org/journals/la/podcasts>). Featured speakers: Catherine Compton-Lily and Eve Gregory

Flint, A.S. Albers, P., Dooley, C. Holbrook, T., May, L. (2012). Writing: A mode of thinking. *Language Arts*, 89(6), (<http://www.ncte.org/journals/la/podcasts>). Featured speakers: Jane Hansen and Danling Fu

Flint, AS. Albers, P., Dooley, C. Holbrook, T., May, L. (2011). The Casualties of Policy on Early Literacy Development, *Language Arts*, 89(1), (<http://www.ncte.org/journals/la/podcasts>). Featured speakers: P. David Pearson and Richard Allington

Under Review and In Preparation

Albers, P. & **Flint, A.S** (under review). New Literacies in One Rural South African Elementary School. Special issue of *Aula Abierta*, New Literacies in Language Education.

Flint, A.S. & Fletcher, L. (revise and resubmit). “See, that’s me, I’m prooooouuud”: Pedagogy that cultivates young literate identities, *Research in the Teaching of English*

Albers, P. & **Flint, A.S.** (in preparation). On the other Side of pedagogy: Teaching and learning with South African rural elementary teachers. In S. Harmey & B. Kabuto (Eds.), *Teaching literacies in diverse contexts: Challenges and opportunities*.

Flint, A.S., Jagers, W., & Fletcher, L. (in preparation). “My name is Paris, like the city”: Humanizing pedagogy comes to life in a Grade 1 classroom, *Reading Teacher*

GRANTS

Externally Funded

- 2020 Kentucky Reading Association (\$1,300).
- 2018 Kentucky Reading Project for Striving Readers, Collaborative Center for Literacy Development (\$20,000)
Co-director: Dr. Katherine Whitmore
- 2018 Kentucky Reading Project, Collaborative Center for Literacy Development (\$66,000)
Co-director: Dr. Tasha Laman
- 2017 Kentucky Reading Project, Collaborative Center for Literacy Development (\$66,000)
Co-director: Dr. Tasha Laman
- 2017 Kentucky Reading Project for Read to Achieve, Collaborative Center for Literacy Development (\$32,000)
Co-director: Dr. Tasha Laman
- 2017 Professional Dyads for Culturally Relevant Teaching, National Council of Teachers of English (\$3800)
- 2014 Urban Community Stories Project, Wells Fargo Foundation (\$5000)
- 2012 Partnerships Achieve Literacy (Project PAL), USAID/World Vision/AussieAID (\$300,000)
Co-investigators: Dr. Mona Matthews and Dr. Peggy Albers,
- 2000 Educate Indiana Pre-Service and Professional Development Grant, Goals 2000, Indiana State Department of Education (\$76,000)
Principal Investigator Dr. Mitzi Lewison.
- 1999 Educate Indiana Pre-Service and Professional Development Grant, Goals 2000, Indiana State Department of Education, (\$25,000)
Principal Investigator: Dr. Mitzi Lewison
- 1998 Educate Indiana Pre-Service and Professional Development Grant, Goals 2000, Indiana State Department of Education, (\$30,000)
Principal Investigator: Dr. Mitzi Lewison
- 1996 Helen M. Robinson Grant for Dissertation Research, International Reading Association (\$500)

Internally Funded

- 2013 Office of Sponsored Research, Travel Grant, GSU (\$750)
- 2013 EU US Atlantis Excellence in Faculty: Faculty Mobility Program Grant, GSU (\$2,500)
Co-investigator: Dr. Peggy Albers
- 2012 Request for International Funds, GSU (\$2,000)
Co-investigators: Dr. Peggy Albers, Dr. Mona Matthews
- 2012 Technology Fee Grant, GSU (\$13,000)
Co-investigator: Jamie Ferguson
- 2011 EU US Atlantis Excellence in Faculty: Faculty Mobility Program Grant, GSU (\$2,000)
Co-investigator: Dr. Peggy Albers
- 2008 Anchor Action Research Grant, Professional Development Schools², GSU (\$1,000)
- 2008 COE Dean's scholarship for GRA support, GSU (\$12,000)
- 2007 Anchor Action Research Grant, Professional Development Schools², GSU (\$2,000)
- 2001 Maris M. Proffitt Endowment, Indiana University (\$40,000)
Principal investigator: Dr. Mitzi Lewison
- 2000 Faculty Grant-in-Aid of Research, Indiana University (\$2,000)
- 2000 Maris M. Proffitt Endowment, Indiana University, (\$15,000)
Co-investigator: Dr. Mitzi Lewison
- 1998 The Women in Science Project, Office of Women's Affairs, Indiana University, (\$5,000)
Co-investigator Dr. William Veal.
- 1998 Instructional Development Grant, Indiana University (\$1,500)

Unfunded

- 2017 National Professional Development/Office of English Language Acquisition, US Department of Education (\$2,000,000)
- 2017 EVPRI Research II grant, University of Louisville, (\$10,000)
- 2016 Project Partnerships Achieve Literacy (Project PAL): A Longitudinal Study of the Effects of Professional Teacher Development and Leadership on South African Primary Teachers (\$750,000)
Principal Investigator: Dr. Peggy Albers
Co-Principal Investigator: Dr. Amy Seely Flint and Dr. Tasha Laman
- 2016 Project Partnerships Achieve Literacy (Project PAL): The Effects of Professional Teacher Development on Leadership in Literacy on Rural South African Foundation Phase Teachers (\$49,050)
Principal Investigator: Dr. Peggy Albers

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Co-Principal Investigator: Dr. Amy Seely Flint and Dr. Tasha Laman

- 2014 mPAL South Africa, All Children Reading Grant Round 2 (\$350,000)
Principle Investigator: Dr. Mona Mathews
Co-investigator: Amy Seely Flint and Dr. Peggy Albers
- 2013 Urban Partnerships Achieve Literacy, Great Cities Grant, GSU (\$100,000)
Principle Investigator: Dr. Mona Mathews
Co-investigator: Dr. Peggy Albers and Dr. Amy Seely Flint
- 2010 Critical Literacy and Poetry Project, GSU Research Initiative Grant (\$10,000)
- 2009 Becoming Writers in Schools and Communities. Spencer Foundation (\$30,000)

NATIONAL RESEARCH COMMISSION

National Commission of Excellence in Preparing Preservice Elementary Teachers to Teach Reading, International Reading Association, Principal Investigator 1999-2003

The Commission was a four-year effort devoted to the study of excellence in four-year undergraduate teacher preparation programs. The Commission initiated a number of studies, including an interview study of teachers' perceptions of their reading instruction during their first year of teaching, a national survey, and case studies of exemplary teachers.

AWARDS AND RECOGNITION

- 2016 Service Award, Whole Language Umbrella, National Council of Teachers of English
- 2014 Australian Education Publishing Award for *Literacy in Australia: Pedagogies and Engagement (1st edition)*
- 2012 Outstanding Faculty Teaching Award, College of Education, Georgia State University
- 2012 Outstanding Faculty Mentor Award, Southern Regional Education Board (nominee)
- 2009 Lifetime Membership Award, Whole Language Umbrella, National Council of Teachers of English
- 1996 Outstanding Graduate Student Instructor, University of California, Berkeley

RESEARCH PRESENTATIONS AND PAPERS

Keynotes and Invited Presentations

- 2021 *"He said what is your greatness and what is change: Teachers and children at work in culturally sustaining and critical writing classrooms.* Donald Graves Address. Australia Literacy Education Association, Brisbane, Australia
- 2018 *Charting a Course for Writing: Signposts for Culturally Sustaining Writing Pedagogies.* Featured speaker at Australian Literacy Educators' Association conference, Brisbane, Australia

- 2015 *Mapping Our Writing Lives: Creating a Culturally Sustaining Writing Pedagogy*. Keynote presentation at the Hawaii Council of Teachers of English conference, Honolulu, HI
- 2015 *Critical Literacy in Critical Times*. Featured Speaker at the Hawaii Council of Teachers of English conference, Honolulu, HI
- 2015 *Digital Stories in Elementary Classrooms*. Featured Speaker at the Hawaii Council of Teachers of English conference, Honolulu, HI
- 2014 *Meet the Editors*. Co presented with Peggy Albers, M. A., Caitlin Dooley, Teri Holbrook, and Laura May. National Council of Teachers of English, Boston, MA
- 2014 *Innovator Spotlight*, USAID/World Vision presentation, Washington DC
- 2014 *Critical Literacy in Critical Times*. Featured speaker at the Write to Learn conference, Osage Beach, MO
- 2013 *Meet the Editors*. Co presented with Peggy Albers, M. A., Caitlin Dooley, Teri Holbrook, and Laura May. National Council of Teachers of English, Boston, MA
- 2011 “*Real Teaching: Critical Moments of Teaching and Advocacy in a Decade of Federal Policy and Mandates*,” Keynote Presentation for the Whole Language Umbrella strand at the annual conference of National Council of Teachers of English, Chicago, IL
- 2011 *Reaching Reluctant Readers through Relevance and Response*, Keynote presentation, Savannah Children’s Literature Conference, Savannah, GA
- 2011 *Editorial Perspectives*, Special presentation to the Living the Writerly Life Study Group. Co presented with Peggy Albers, M. A., Caitlin Dooley, Teri Holbrook, and Laura May. Literacy Research Association, Jacksonville, FL
- 2011 *Meet the Editors*. Co presented with Peggy Albers, M. A., Caitlin Dooley, Teri Holbrook, and Laura May. National Council of Teachers of English, Chicago, IL
- 2010 *Meet the Editors*. Co presented with Peggy Albers, M. A., Caitlin Dooley, Teri Holbrook, and Laura May. National Council of Teachers of English, Orlando, IL
- 2009 *Partnerships and Practica: Research based Recommendations*. Invited symposium at the annual meeting of the International Reading Association, Minneapolis, MN
- 2006 *Advances in Understanding Teacher Education. A Research Synthesis Drawing on the Reports from 2006 NRC Yearbook Symposium*. Invited symposium, Annual meeting of the National Reading Conference, Los Angeles, CA
- 2002 *Setting Up and Maintaining a Reading/Writing Workshop*. Featured Speaker for the annual meeting of the Whole Language Umbrella Conference, Bethesda, MD

International Conferences

Australian Association of Teachers of English

- 2018 *A Place to Be Them: Examining Young Learners' Identity Development*. Presented at the annual conference in Perth, Australia

Euro-International Systemic Functional Linguistics

- 2004 *Understanding Critical Language Practices in Elementary Schools Using Multiple Analytic Lenses*. Symposium presented with Katie Van Sluys, Mitzi Lewison, Tasha Tropp-Laman, and Gerald Campano at the annual conference in Miraflores, Spain

Hawaii International Education Conference

- 2006 *Identities and positioning in elementary literature discussions: A look across two classrooms*. Co-presented with Beth Maloch at the annual conference in Honolulu, HI

International Association for Applied Linguistics

- 2003 *Boys always have more power: Critical Conversations in a Primary Multi-age Classroom*, Symposium presented with Mitzi Lewison and Katie Van Sluys at the annual conference in Ghent, Belgium

Nordic Reading Association

- 2016 *Mapping our Writing Lives: Signposts for Culturally Sustaining Writing Pedagogy*. Presented at bi-annual meeting in Helsinki, Finland
- 2012 *Critical literacy in critical times*. Co presented with Peggy Albers at the bi-annual conference in Reykjavik, Iceland

Reading Association of South Africa / Pan African Congress

- 2015 *Partnerships Achieve Literacy: Imagining the Possible*. Co-presented with Peggy Albers and Mona Matthews at the annual conference in Cape Town, South Africa

World Congress of Reading

- 2010 *The Intersection of Critical Literacy and Poetry for English Language Learners*. Presented at the bi-annual conference in Auckland, New Zealand
- 2008 *Becoming Writers in Schools and Communities*. Presented at the bi-annual conference in San Jose, Costa Rica
- 2006 *Critical Literacy in Action: Examining models, practices, and understandings across diverse educational context*. Symposium presented with Tasha Tropp Laman at the bi-annual conference in Budapest, Hungary

National Conferences

American Education Research Association

- 2014 *Where Poems Hide: Finding Reflective Critical Spaces in Writer's Workshop*. Critical Literacy Symposium, Co-presented with Tasha Laman at annual conference in Philadelphia, PA
- 2009 *Becoming Writers in Schools and Communities*. Co-presented with Karla Zisook and Teresa Fisher at the annual conference in San Diego, CA

- 2006 *Research Workshop: The Challenges of and Possibilities for Researching Critical Practices.* Co-presented with Katie Van Sluys and Mitzi Lewison at the annual conference in San Francisco, CA
- 2003 *Teacher Education Against the Grain: Democracy, Diversity, and Social Justice (Multiple Voices: Transforming our work with teachers and preservice teachers).* Co-presented with Mitzi Lewison at the annual conference in New Orleans, LA

American Reading Forum

- 2019 *Writer's workshop: A (re)constructive pedagogy for English learners and their teachers.* Co-presented with Teresa Fisher-Ari at the annual conference in Sanibel Island, FL
- 2014 *Elementary Students' Digital Stories and Literate Identities.* Co-presented with Sarah Turnbull at the annual conference in Sanibel Island, FL

College Reading Association

- 1999 *Improving the Education of Reading Professionals: The Next Millennium.* Co-presented with Carmelita Williams, Deborah Eldridge, Denise Littleton, Rita Bean, and Cathy Roller at the annual conference in Hilton Head, SC

International Reading Association

- 2008 *Learning Alongside Each Other: Creating Meaningful Professional Development.* Co-presented with Katharine Kurumada, Susan Barwick, and Leron Sassar at the annual conference in Atlanta, GA
- 2002 *Teacher Education Matters: Examining Meaningful Differences in Reading Teacher Preparation.* Co-presented with members of the National Commission on Seeking Excellence in Reading Teacher Education at the annual conference in San Francisco, CA
- 2001 *National Commission on Seeking Excellence in Reading Teacher Education: An Update.* Co-presented with members of the National Commission on Seeking Excellence in Reading Teacher Education at the annual conference in New Orleans, LA
- 2000 *National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction: Findings, Implementations, and Recommendations.* Co-presented with Jim Hoffman, Misty Sailors, and Marg Mast at the annual conference in Indianapolis, IN
- 2000 *The Evolution of Teacher Researchers: Moving From the Personal to the Political.* Co-presented with Mitzi Lewison, Kevin Gallagher, and Kim Bethea at the annual conference in Indianapolis, IN
- 2000 *IRA/WLU CO-Sponsored Meeting: Teaching Holistically in a Standards Based Environment.* Co-presented with Linda Cameron, Julie Enyeart, and Katie Van Sluys at the annual conference in Indianapolis, IN
- 1999 *The Role of Social Positioning and Interpretive Authority in the Meaning Construction Process: A Juxtaposition of Two Studies.* Co-presented with Mary Riordan-Karlsson at the annual conference in San Diego, CA
- 1998 *Examining Teachers' and Learners' Stance[s] and Interpretive Authority during Literature Discussions in a Fourth Grade.* Presented at the annual conference in Orlando, FL

- 1997 *The Role of Intertextuality and Meaning Construction in Third Grade Classrooms: Linking Learning to Literacy through Charlotte's Web*. Presented at the annual conference in Atlanta, GA
- 1996 *Graduate Programs and Faculty in Reading, fifth edition, publication series*. Presented at the annual conference in New Orleans, LA

Literacy Research Association (formerly National Research Conference)

- 2019 *See that's me. I'm proouudd: Pedagogies that cultivate literate identities*. Co-presented with Lauren Fletcher at the annual conference in Tampa, FL
- 2017 *A Whole New World Opened Up: Place and Space Based Professional Development in One Rural South African School*. Co-presented with Peggy Albers at the annual conference in Tampa, FL
- 2016 *"In the Computer, You Can Go Delete, Delete, Delete:" Composing Multimodal Texts in Elementary Classrooms*. Co-presented with Sarah Turnbull and Rebecca Barria at the annual conference in Nashville, TN
- 2015 *Project PAL: South Africa*. Co-presented with Mona Matthews and Peggy Albers at the annual conference in Carlsbad, CA
- 2014 *Dialogic Communities of Practice in International Context*. Co-presented with Mona Matthews and Peggy Albers at the annual conference in Marco Island, FL
- 2013 *Language and Literacy Research in a Global Context*. Co-presented with Mona Matthews and Peggy Albers at the annual conference in Dallas, TX
- 2012 *It Happened to Me: Third Grade Students Write Towards Critical Perspectives*. Co-presented with Eliza Allen, Megan Nason, Sanjuana Rodriguez, Natasha Thornton, and Kamania Wynter at the annual conference in San Diego, CA
- 2011 *If I Stand Up Tall and Brave: Critical Conversations in Elementary Classrooms*. Presented at the annual conference in Jacksonville, FL
- 2011 *Writer's Workshop as a Curricular Space for English Language Learners to Establish Agency and Identity*. Co-presented with Teresa Fisher at the annual conference in Jacksonville, FL
- 2009 *Not a One-Shot Deal: Generative Professional Development among Experienced Teachers*. Presented at the annual conference in Albuquerque, NM
- 2008 *Changing "Yes, but" to "How can...": Reframing Writing Identities among Preservice and Experienced Teachers*. Co-presented with Mary Ariail at the annual conference in Orlando, FL
- 2007 *Navigating Tensions: Becoming Writing Teachers*, Co-presented with Katie Van Sluys and Tasha Tropp Laman at the annual conference in Austin, TX
- 2004 *Partners in Practice*. Co presented with Katie Van Sluys at the annual conference in San Antonio, TX

- 2003 *Three Years in the Making: A Cross-Analysis of Three Beginning Teachers' Literacy Beliefs and Practices*. Co presented with Beth Maloch and Christine Leland at the annual conference in Scottsdale, AZ
- 2002 *Negotiating Voice: The Risky Business of Writing*. Co presented with Marva Cappello at the annual conference in Miami, FL
- 2001 *I Never Thought a First Grader Could Teach Me How to Write: Examining Beliefs and Positions in Author's Circles*. Co-presented with Katie Van Sluys and Gloria Lo at the annual conference in San Antonio, TX
- 2001 *Creating Critical Spaces in Classroom Practice*. Co-presented with Mitzi Lewison at the annual conference in San Antonio, TX
- 2000 *"Maybe You Could Put 'To be continued...'" : Examining Interactions and Engagement During Author's Circle*. Co-presented with Katie Van Sluys, Debra East, and Gloria Lo at the annual conference in Scottsdale, AZ
- 2000 *Interruptions and Transformations: Investigating Critical Literacy in Elementary Classrooms*. Co-presented with Mitzi Lewison and Katie Van Sluys at the annual conference in Scottsdale, AZ
- 2000 *Seeking Excellence in Teaching and Teacher Education: Building a Research Base*. Co-presented with other members of the National Commission of Excellence in Preparing Preservice Elementary Teachers to Teach Reading at the annual conference in Orlando, FL
- 1999 *Understanding the Complexities of Teacher Study Groups: Investigating Discourse and Genre*. Co-presented with Mitzi Lewison at the annual conference in Orlando, FL
- 1999 *"When I Tried to Remember I Would Forget the Part She Just Told Me:" Examining Engagement and Stance for Reluctant and Struggling Readers*. Presented at the annual conference in Orlando, FL
- 1998 *Converging and intersecting views: An Investigation of Stance in Four Classroom Contexts*. Co-presented with Mary Riordan-Karlsson, Paul Molinelli and Judith Lysaker at the annual conference in Austin, TX
- 1998 *Teachers as Researchers and Inquirers: Examining Discourse and Authority in Teacher Study Groups*. Co-presented with Mitzi Lewison at the annual conference in Austin, TX
- 1997 *Stance, Intertextuality and Interpretive Authority: A Study of Meaning Construction*. Presented at the annual conference in Scottsdale, AZ
- 1996 *Intertextuality and Meaning Construction in a Third Grade Classroom: Spinning Charlotte's Web*. Presented at the annual conference in Charleston, SC
- 1995 *A study of Theoretical Orientations, Self-perceptions, and Teaching Effectiveness of Elementary Reading Teachers*. Co-presented with Robert Ruddell and Mary Riordan-Karlsson at the annual conference in New Orleans, LA
- 1995 *Theoretical perspectives on assessment of integrated curriculum*. Co-presented with Dana Grisham, Richard Speaker, and Elizabeth Willis at the annual conference in New Orleans, LA

National Association for the Education of Young Children

- 2003 *Children Talk about Poverty: Teachers and Researchers Listen*. Co presented with Judith Chafel, Kathleen Pomeroy, and Jane Hammel at the annual conference in Chicago, IL

National Council of Teachers of English

- 2020 *I am. Therefore, we are: How stories shape classroom community*. Co-presented with Wanda Jagers for the Early Childhood Assembly at eh annual conference (virtual)
- 2019 *Inviting Culturally Relevant and Sustaining Practices in Elementary Classrooms*. Co-presented with members of the PDCRT Cohort #3 at the annual conference in Baltimore, MD
- 2019 *Emancipatory Pedagogy That Promotes Collective Inquiry*. Co-presented with Lauren Fletcher and Wanda Jagers at the annual conference in Baltimore, MD
- 2018 *#Representation Matters: Classroom Library Analysis on Identify and Voice*. Co-presented with Janelle Henderson, Wanda Jagers, Katherine Warren, Tasha Laman and Kathy Whitmore at the annual conference in Houston, TX
- 2016 *Understanding and Assessing Students' Multimodal Compositions*. Co-presented with Rebecca Barria and Sarah Turnbull at the annual conference in Atlanta, GA
- 2016 *The Things We See When We Open Our Eyes: An Urban Community Multimodal Project*. Co-presented with Thais Council and Ashley Hicks at the annual conference in Atlanta, GA
- 2015 *Language Arts: Five Years of Change*. Co-presented with Peggy Albers, Laura May, and Teri Holbrook at the annual conference in Minneapolis, MN
- 2012 *I Could Just Go Free in My Mind: Critical Conversations and Writing*, Roundtable presentation with Kamania Wynter, Jeffrey Gentry, and Susan Barwick at the annual conference in Las Vegas, NV
- 2010 *Where Poems Hide: Finding Reflective, Critical Spaces inside Writing Workshop*. Roundtable presentation with Tasha Laman Tropp at the annual conference in Orlando, FL
- 2009 *Learning between the Lines: Professional Development as Inquiry*. Symposium presentation at the annual conference in Philadelphia, PA
- 2007 *Learning to be Writing Teachers: Examining Two Teachers' Shifts in Identity around Literacy Practices*, Presented at the annual conference in New York City, NY
- 2005 *"It Doesn't Say That in the Book": Examining Critical Stances in Literature Discussions*. Presented at the annual conference in Pittsburg, PA
- 2003 *New Questions, New Directions: Collaborative Professional Development and Teacher Research in the Continued Journey Toward Critical Literacies*. Co presented with Mitzi Lewison, Katie Van Sluys, Lee Heffernan, and Rise Paynter at the annual conference in San Francisco, CA
- 2001 *Literacy Practices, Ideologies, and Power: Responding to and Writing Social Issues Texts*. Co-presented with Mitzi Lewison, Lee Heffernan, Jane Hammel, Tasha Tropp, Natalie Legan, and Katie Van Sluys at the annual conference in Baltimore, MD

- 2000 *Critical Literacy in Elementary Classrooms: Confronting Commonplace Beliefs, Expectations, and Pedagogy*. Co-presented with Mitzi Lewison and Katie Van Sluys at the annual conference in Milwaukee, WI
- 1999 *Study Groups as a Way to Support Collaboration and Teacher Research in Language Arts Teaching and Learning: Are They Effective?* Co-presented with Mitzi Lewison at the annual conference in Denver, CO

Teaching English as a Second Language

- 2009 *Keeping the Door Open: Writer's Workshop as a Curricular Space for Teachers and Students to Re-author Themselves and Re-figure Their Worlds*. Co-presented with Teresa Fisher, Tammy Fredericks, and Jennifer Ureno at the annual conference in Denver, CO

Whole Language Umbrella

- 2019 *Culturally Relevant Practices in Six Classrooms: Working Together to Challenge Educational Injustices*. Symposium presentation at the annual conference in Columbia, South Carolina
- 2017 *Understanding Space and Place in International Collaborations*. Presented at the annual conference in Tucson, AZ
- 2016 *Digital Storytelling: Affordances and Constraints of Multimodal Composition*. Co-presented with Sarah Turnbull and Rebecca Barria at the annual conference in St. Louis, MO
- 2015 *Elementary Students' Digital Stories and Literate Identities*. Co-presented with Sarah Turnbull, Rebecca Barria, Jeffrey Gentry and Melissa Golden at the annual conference in Decatur, GA
- 2012 *Finding their Way in the World: Writing, Art and Identity with Young English language Learners*. Co-presented with Sanjuana Rodriguez at the annual conference in St. Louis, MO
- 2011 *I Didn't Know I Had Poems Inside of Me: Poetry, Power, and Critical Literacy*. Co-presented with Tasha Tropp Laman at the annual conference in Las Vegas, NV
- 2009 *Not a One-Shot Deal: Sustained and Localized Professional Development on Teaching Writing*. Co-presented with Susan Barwick, Jeffrey Gentry, Katie Kurumada, Teresa Fisher, and Karla Zisook at the annual conference in Columbia, SC
- 2008 *Becoming Writers in Schools and Communities*. Co-presented with Susan Barwick and Jeffrey Gentry at the annual conference in Tucson, AZ
- 2007 *Using Multicultural Text Sets to Enhance Social Justice: Investigating Literacy Understanding across Diverse Settings*. Co presented with Parsa Choudhury at the annual conference in Louisville, KY
- 2006 *Investigating literacy identities in reader/writer workshop*. Co presented with Meadow Graham and JoAnna Fish at the annual conference in Charlotte, NC
- 2004 *New Visions for Teacher Education and Professional Development Schools*. Co presented with Katie Van Sluys and Catherine Diersing at the annual conference in St. Louis, MO

State Conferences

- 2019 *I am, we are: Inviting Culturally Sustaining practices into elementary classrooms*. Co-presented with Wanda Jagers at the Georgia Department of Education Literacies for All conference, Macon, GA
- 2019 *“I Am Somebody”*: Engagements that Foster Literate Identities, Co-presented with Wanda Jagers and Lauren Fletcher at the LINK Conference, Lexington, KY
- 1999 *Sand Castles and Friendships: Connecting Meaning through Literature Discussions*. Presented at the annual meeting of the Indiana Reading Association, Indianapolis, IN
- 1998 *Many Voices Among Us: Examining Interpretive Authority in Literacy Events*. Presented at the Indiana University Summer Reading Conference, Bloomington, IN
- 1997 *I’m Nothing Like Him: Understanding Stance and Interpretive Authority*. Presented at the annual meeting of the California Reading Association, San Jose, CA

INSTRUCTION AND ADVISING

EVIDENCE OF STUDENT ACHIEVEMENT

Publications

- Allen, E. & **Flint, A.S** (2014). “I thought it was fake”: Critical engagements with blogs. *English in Texas*, 45(1).
- Flint, A.S.** & Rodriguez, S. (2013). Building a community in writer’s workshop: Supporting EL students’ construction of identity in a first grade classroom. In R. Meyer and K. Whitmore (Eds.) *Reclaiming Writing*, Routledge
- Flint, A.S.**, Allen, E., Campbell, T., Fraser, A., Hilaski, D., James, L., Rodriguez, S., & Thornton, N. (2012). More than graphs and scripted programs: Teachers navigating the educational policy terrain. In P. Thomas (Ed.), *Becoming and Being a Teacher: Confronting Traditional Norms to Create New Democratic Realities*. (pp 175-188). Peter Lang
- Greg, S., Wynter-Hoyt, K., & **Flint, A.S.** (2012). “I could just go free in my mind”: Combining critical literacy, reader response, and writer’s workshop in the elementary classroom. *Illinois Reading Council Journal*, 40(4), 19-25
- Flint, A.S**, Zisook, K., & Fisher, T. (2011). Not a one shot deal: Generative professional development among experienced teachers. *Teaching and Teacher Education*, 27(8), 1163-1169
- Flint, A.S.**, Kurumada, K., Fisher, T., & Zisook, K. (2011). Creating the perfect storm in professional development: The experiences of two American teachers and a university research team. *Professional Development in Education*, 37(1), 95-109

Scholarships

- Chae, M (2014). Southern Regional Education Bureau Doctoral Fellow (\$20,000 per year + tuition/fees)
- Council, T. (2014). Southern Regional Education Bureau Doctoral Fellow (\$20,000 per year + tuition/fees)
- Allen, E. (2013). Southern Regional Education Bureau Dissertation Award (\$20,000 + tuition/fees)

Thornton, N. (2011). Southern Regional Education Bureau Doctoral Fellow (\$20,000 per year + tuition/fees)

Zizook, K. (2010). Dean's Graduate Research Fund (\$12,000)

Awards

Rodriguez, S. (2014). Travel Award, Ethnicity, Race, and Multilingualism Committee, Literacy Research Association

TEACHING

Teaching Presentations and Workshops

- 2019 *I am. We are: Inviting Culturally Sustaining Practices into Primary Classrooms*. Co-presented with Wanda Jagers at the Georgia Department of Education's Literacy and the Whole Child conference.
- 2019 *"I Am Somebody": Engagements that Foster Literate Identities*. Co-presented with Lauren Fletcher and Wanda Jagers at KEDC Project LINK conference in Lexington, KY
- 2019 *Book Bonanza: Leader in Me*. Co presented a workshop with Tasha Laman and Wanda Jagers to faculty at JB Atkinson Elementary School in Louisville, KY
- 2018 *Making Our Voices Heard: Invitations in a Grade 1 Classroom*. Workshop presentation to faculty and students at the University of Queensland, Brisbane, Australia
- 2013 *Reading the World*. Co-presented seminars with Peggy Albers to faculty and students at Malmo University, Malmo, Sweden
- 2013 *Writer's Workshop and the Common Core*. Presented to Beecher Hills Elementary School faculty, Atlanta, GA
- 2011 *Critical Readings of Texts and Images*. Co-presented seminars with Peggy Albers to faculty and students at Hogschool van Arnhem en Nimejen, Nimejen, Netherlands
- 2010 *Writer's Workshop*, University of South Carolina. Presented a week-long series to K-2 teachers from South Carolina.
- 2010-11 *Writer's Workshop in Grades K-5*, Presented a two-part workshop at Jackson Elementary School, Atlanta, GA
- 2011 Guest lecture on *Literate Lives*. Presented an author talk to graduate students (TFA) at Georgia State University
- 2010 Guest lecture on *Literate Lives*. Presented an author talk to an undergraduate literacy methods course at Georgia State University
- 2006 *Multiple Languages, Multiple Literacies: Building Multilingual Literacy Communities*. Co-presented with Katie Van Sluys and Maria Franquiz at a day-long workshop at the annual conference in Pittsburg, PA
- 2003 *Reading is Thinking: Strategies for Expanding Understandings of Text*. Presented to Brooklyn Elementary Teachers, Martinsville, IN

- 2002 *Writing letters, cleaning bridges, and taking care of pets: Critical Literacy in a primary multi-age classroom.* Co presented with Jane Hammel at day long workshop at the annual conference in Atlanta, GA
- 2002 *Silent Spaces and Study Groups: Creating Reading and Writing Workshops.* Presented to Eastside Elementary teachers, Edinburgh, IN
- 2001-03 *Critical Literacy in Action.* Series of workshops presented to teachers in Monroe County Community School Corporation, Bloomington, IN.
- 2000 *Understanding Standards, Best Practices, and Professional Portfolios: A Mentoring Institute for New Literacy Teachers.* Co-presented with Jane Hammel and Andrea Joseph at the annual meeting of the International Reading Association, Indianapolis, IN
- 1999 *Critical Literacy.* Classroom-based research workshop (week long) for participants in teacher study groups
- 1999 *Literature Circles.* Presented to a teacher study group in Gosport, IN.
- 1998 *Writing as a Process of Thinking.* Presented to teachers in the Washington School District, Washington, IN.
- 1997 *Ways of Writing.* Presented to teachers in the Martinsville School Corporation, Martinsville, IN.
- 2000 *Theme immersion.* Presented to the Urban Institute of Education, Oakland, CA.

Sustained and Generative Professional Development

Kentucky Reading Project, Kentucky Reading Project for Read to Achieve, and Kentucky Reading Project for Striving Readers

2017-19

Two week summer institutes for elementary teachers to learn new strategies for designing a comprehensive and engaging literacy curriculum. Year-long follow up sessions to support action research

Cary Reynolds I AM Jam collaborative

2015

A series of professional development sessions for elementary teachers, K-3, focused on culturally responsive pedagogy and literacy

Windmeul Primary School, Paarl, South Africa

2013-2015

A professional development initiative integrating technology and literacy for early childhood teachers, grades K-3.

Beecher Hills Elementary School

2011-14

A professional development initiative involving 8 teachers, grades 1-2. Facilitated meetings on integrating Common Core State Standards in writing

Cary Reynolds Writing Collaborative

2005-10

A professional development initiative involving over 15 teachers, grades K-3. Facilitated monthly seminars on literacy development, critical literacy, and writing workshop.

Educate Indiana Teacher Study Group Facilitator

1997-02

A four school collaborative involving over 50 teachers, grades K-6. Facilitated monthly seminars whereby teachers addressed issues and concerns related to literacy development, critical literacy, and action-based classroom research. Teachers received graduate level credit for attending meetings and workshops, national conferences, and/or conducting and documenting classroom-based research projects.

Courses Taught at University of Louisville

- EDTP 328 Building Learning Communities
- EDTP 320 Reading Methods
- EDAP 618 Reading Specialist
- EDAP 679 Literacy Coaching Practicum
- ELFL 705 Qualitative Research Methods

Courses Taught at Georgia State University

- EDRD 6600 Introduction to Materials and Methods for Reading Instruction
- EDRD 7600 Theory and Pedagogy of Reading
- EDRD 7260 Early Literacy Development
- EDRD 7630 Content Area Literacy
- EDRD 7650 Individualized Literacy Assessment
- EDRD 8310 Theoretical Models and Processes of Reading
- EDRD 8310 Theoretical Models and Processes of Writing
- EDRD 8550 Critical Literacy (Trends and Issues course)
- EDRD 8610 Supervision of School Literacy Programs
- EDLA 4400 Language Arts Methods
- EDLA 8020 Social, Political and Historical Contexts of Early Literacy
- EDCI 7660 Reading Specialist Practicum
- EDCI 9850 Prospectus Writing Course
- EDCI 9900 Critique of Educational Research

Courses Taught at Indiana University

- E339 Methods of Language Arts
- E340 Methods of Reading I
- E341 Methods of Reading II
- L545 Advanced Methods in Teaching Reading at the Elementary Level
- L549 Advanced Methods of Teaching Language Arts at the Elementary Level
- L530 Topical Seminar in Language Education
- L599 Early Inquiry

STUDENT ADVISING

Dissertation Major Advisor (Completed Dissertations)

2015	Linda James	<i>Teachers' Navigation of Policy Context: Plotting the Course for Balance between Conviction and Reform</i>
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	Annmarie Jackson	<i>Language Teacher Development: A Study of ESOL Pre-service Teachers' Identities, Efficacy and Conceptions of Literacy</i>
	Tarika Sullivan	<i>A Teacher Like Me: Controlling Images and the Shaping of Black Women Teachers' Professional Lives</i>
	Danielle Hilaski	<i>A Collaborative Inquiry: Working Together to Make Our Reading Recovery Lessons Culturally Responsive</i>
2014	Eliza Allen	<i>Up Close and Personal: Latino/a immigrant children Making Sense of Immigration and Developing Agency through Critical Multicultural Literature and Online Discussion in a Third Grade Classroom</i>
	Sanjuana Rodriguez	<i>Emergent Bilinguals' Use of Social, Cultural, and Linguistic Resources in a Kindergarten Writing Workshop</i>
	Kamania Wynter Hoyte	<i>The Black Middle Class: Negotiating Literacy Identities in Church and School</i>
	Natasha Thornton	<i>Culturally Relevant Pedagogy, Literacy Instruction and Teacher Decision Making: A Formative Experiment Investigating Shifts in Teachers' Beliefs and Practices.</i>
2012	Azusa Callaway	<i>Home Literacy Practices of Arabic-English Bilingual Families: Case Study of One Libyan American Preschooler and One Syrian American Preschooler</i>
	Adrienne Nicole M Pourchuir	<i>Guided Wanderings: An A/r/tographic Inquiry into Postmodern Picturebooks, Bourdieusian Theory, and Writing</i>
	Nicole Maxwell	<i>Links and Disconnects Between Third Grade Teachers' Beliefs, Knowledge, and Practices Regarding Nonfiction Reading Comprehension Instruction for Struggling Readers</i>
	Megan Nason	<i>"If I Am Losing Them, I'm Going to Change. So That's What We Did!" Third Grade Teachers Contemplate the Literacy Needs of Diverse Students Within A Teacher Study Group</i>
2011	Karla Zisook	<i>Professional Development, Writer's Workshop and Identity: A Case Study of Women Elementary School Teachers Using Writing as Resistance</i>
	Debra K East	<i>Examining Pre-service Teachers Cultural Beliefs and Assumptions, Literacy Models, Ideologies, and Identities</i>
2010	Katharine Kurumada	<i>".....And, If You Have a Class Like That, I'd Like To Sign Up!": Beginning Teachers Navigating the Constraints of Teaching Literacy in a Culturally and Linguistically Diverse, Professional Development School</i>
2009	Alda Marcia Blakeney	<i>Making Meaning, Out of Meaning Making</i>
2008	Meadow Sherrill Graham	<i>Performing Identities as Literate Fourth Graders via (D)iscourse in a Testing-Driven Classroom</i>

Program Phase
Lauren Fletcher

Dissertation committee member (Completed)

2020 Cindy Fujimoto

2019 Debbie Brossuad (External reviewer, Griffith University, Brisbane, Australia)

2017 Sarah Turnbull

2017 Charity Gordon

2016 Juniel Matavire (External reviewer, University of Witwatersrand, Johannesburg, South Africa)

- 2015 Mesa Davis, Tara Campbell
- 2013 Heather Lynch, Debbie Sanford, Jennifer Barlett-Meyers, Sarah Mantagna
- 2010 Ellen Hurst, Anissa Vega, Tammy Fredericks
- 2009 Price Webb, Shih Chih Kuo
- 2008 Kim Coady, JoAnna Fish, Yessim Ozbarlas
- 2003 Katie Van Sluys
- 2002 Vicky Yeh

SERVICE

ELECTED POSITIONS

- 2018-20 Member of the Board of Directors, Early Childhood Education Assembly, National Council of Teachers of English
- 2012-15 Member of the Executive Board, Whole Language Umbrella, National Council of Teachers of English
- 2011 Member of the Nominating Committee of National Council of Teachers of English
- 2005-06 Past President, Whole Language Umbrella, National Council Teachers of English
- 2003-05 President, Whole Language Umbrella, National Council Teachers of English
- 2003-05 Member of the Executive Committee, National Council Teachers of English
- 2001-03 President Elect, Whole Language Umbrella, National Council Teachers of English
- 1999-01 Executive Board Member for 3-year term, Whole Language Umbrella, National Council of Teachers of English

INVITED POSITIONS

- 2010-11 Member of the Studies and Research Program Development Committee, International Reading Association
- 2008-09 Co-chair of Area 3: Literacy Instruction for the National Reading Conference
- 2007-08 Program co-chair of the C.L.U.E.S.S conference (Conference on Literacy, Urban Education, and Social Studies), hosted by Language and Literacy Unit, Middle and Secondary Education, GSU, February
- 2005-08 Student Research Award Committee Member, National Reading Conference
- 1998-01 Student Research Award Committee Member, National Reading Conference
- 1995-97 Co-Chair of Graduate Students Special Interest Group, International Reading Association

EDITOR

- 2010-16 Co-editor of *Language Arts* (publication by NCTE)

EDITORIAL BOARD MEMBER

Yearbook and other materials

- 2002- Literacy Research: Theory, Method, and Practice (formally known as National Reading Conference Yearbook
- 1998-99 coursewise publishing inc.

Professional Journals

- 2018- *English Critique and Practice*
- 2012- *Journal of Teacher Education*
- 2012 *Talking Points* (guest reviewer)
- 2011- *Teacher and Teacher Education*
- 2011- *Reading Teacher*
- 2009 *Teacher Education Quarterly* (guest reviewer)
- 2008- *Journal of Teacher Education*
- 2008- *Reading Horizons*
- 2006-10 *Language Arts*
- 1997-2001 *Reading Research Quarterly*

REVIEWER

Conference Proposal Reviewer

- 2014- National Council of Teachers of English
- 2013 International Reading Association (Research Poster Sessions)
- 2004-09 National Council of Teachers of English
- 2006- National Reading Conference (now Literacy Research Association)
- 1999 American Educational Research Association, Section K: Teacher Research

Grants Reviewer

- 2007-09 Reviewer, Nila Banton Smith Grant, *International Reading Association*

External Reviewer for Promotion and Tenure Dossiers

2019	University of Illinois, Chicago Southern Illinois University Indiana University-Purdue University, Indianapolis (IUPUI)
2018	University of Nevada Cooperative University of Kentucky University of South Carolina
2017	University of North Carolina, Greensboro University of Hawaii, Manoa Georgia Southern University

2016	University of North Carolina, Charlotte
2015	San Francisco State University
2014	University of Maryland, Baltimore County University of Massachusetts, Lowell Queen's College, New York
2013	Hunter College, City University of New York University of South Carolina, Beaufort
2012	University of North Carolina, Greensboro Texas State University, San Marcos
2011	Texas State University, San Marcos
2010	University of South Carolina
2009	The City College of New York

COMMITTEE AND LEADERSHIP

University of Louisville

- 2019 Search Committee, Associate Dean for Student Success
Search Committee, Clinical Faculty, Literacy
- 2018- M.Ed. Literacy Coordinator
- 2018- Bylaws and Policy Review Committee, CEHD
- 2017 Search Committee for Mathematics Educator, Chair
Search Committee, Clinical Faculty, Early Childhood

Georgia State University

- 2014-17 Middle/Secondary Education Promotion and Tenure Committee, Chair
- 2014-17 Institutional Review Board, Georgia State University
- 2011-13 Research and Scholarship Committee (secretary)
- 2011-12 Middle/Secondary Education and Instructional Technology Promotion and Tenure Committee
- 2010- Urban Literacy Clinic Faculty Director
- 2010-12 Faculty Affairs Committee (secretary)
- 2010- Reading Endorsement Coordinator

- 2010-12 M.Ed. Reading Specialist Coordinator
- 2008-11 Unit Chair, Language and Literacy, Middle/Secondary Education and Instructional Technology
- 2009-10 Dean's Advisory Committee
- 2009 Search Committee for Literacy Educator, Chair
- 2006-09 College of Education Promotion and Tenure committee
- 2006-09 Middle/Secondary Education and Instructional Technology Promotion and Tenure Committee, Chair
- 2004-06 Student Affairs Committee, Secretary
- 2003 Review Committee for EPRS 7900

Indiana University

- 2001-03 Co-coordinator of Elementary Education Program for Language Education Department
- 2000-03 Graduate Program Council Committee
- 2000-03 Admissions Committee for Language Education
- 1999-01 Armstrong Award Committee
- 1998-01 Teacher Education Council
- 1998-02 Policy Council (substitute)
- 1997-01 Elementary Education Program Adoption, Team Praxis

SERVICE PRESENTATIONS

- 2010 *Intersection of Teaching, Research, and Service.* Brown-bag mentoring session for MSIT
- 2000 *The landscape is changing: Teaching in a new environment with distance education.* Presented at Preparing Future Faculty Conference, Indiana University, Bloomington, IN.
- 1999 *Strategies and tips for preparing for interviews and job talks.* Panel presentation at Preparing Future Faculty Conference, Indiana University, Bloomington, IN.
- 1997 *Emerging and submerging voices: The influences of stance and interpretive authority on meaning construction.* Presented at the Literacy Forum in the School of Education, Indiana University, Bloomington, IN.

ACADEMIC AND PROFESSIONAL ASSOCIATION MEMBERSHIPS

- American Educational Research Association
- International Reading Association
- National Council of Teachers of English

Early Childhood Assembly
Literacy Research Conference (formerly National Reading Conference)
Language and Literacies for All (formerly Whole Language Umbrella)

REFERENCES

Peggy Albers, Professor
Middle and Secondary Education
Georgia State University, Atlanta GA
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404-402-6119 (cell)

Mona Matthews, Professor
Early Childhood Education
Georgia State University, Atlanta GA
rmatthews@gsu.edu
770-853-3275 (cell)

Tasha Tropp Laman, Assistant Professor
Early Childhood Education
Western Washington University (recently moved from University of Louisville), Bellingham WA
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812-325-5995 (cell)

Laura May, Associate Professor and Chair
Early Childhood Education
Georgia State University, Atlanta, GA
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404.545.0239 (cell)

A. S. Flint

References