

## Dr. Karen Spector

Associate Professor of English Education and Literacy  
University of Alabama ~ 205B Autherine Lucy Hall ~ 205-348-5618 ~ kspector@ua.edu

### Academic Degrees

University of Cincinnati, Cincinnati, OH

Ed.D. in Literacy

*Framing the Holocaust in English Class: Secondary Teachers and Students Reading Holocaust Literature*

Committee Members: Keith Barton (Chair), Chet Laine, Deborah Hicks, Annette Hemmings, Robert Burroughs

University of Florida, Gainesville, FL

M.Ed. in English Education

B.A. in English

### Academic Positions

- 2023 – Pres. Doctoral Program Coordinator, Department of Curriculum & Instruction, University of Alabama
- 2012 – Pres. Associate Professor of Secondary English Education and Literacy, Department of Curriculum & Instruction, University of Alabama
- 2011 – 2023 Secondary Program Coordinator, Department of Curriculum & Instruction, University of Alabama
- 2007 – 2012 Assistant Professor of English Education and Literacy, University of Alabama
- 2006 – 2007 Graduate Program Coordinator, Literacy, Cleveland State University
- 2005 – 2007 Assistant Professor, Literacy, Cleveland State University, Cleveland, OH

### Research-Practice Community Partnerships

- 2016-2018 Director, Students on Race Relations Assemblage, Hillcrest Middle School and PARA Community Center, Tuscaloosa, AL
- 2016-2019 Co-Director, Black Warrior Critical Literacy Club with Area English Teachers
- 2007 Co-Director, Symphony of Lives Writing Club, Central High School, Tuscaloosa, AL

### Selected Awards, Honors, and Distinctions

- Fall 2024 Visiting Scholar, Mary Frances Early College of Education, University of Georgia  
Will be working with Dr. Elizabeth St. Pierre in post qualitative research and feminist research methods.
- Fall 2024 Research Leave
- 2024 Planning Committee Member, *The Elizabeth St. Pierre Lectures*
- Spring 2024 Nominated for the McCrory Faculty Excellence in Service Award

Fall 2023	Invited Address, UT-Austin, Department of Curriculum & Instruction, Languages and Literacies Studies. Journey to Posthuman, Post Qualitative Research (with colleague Jaye Thiel). Invited by Dr. Denise Davila.
Spring 2021	Recipient, Excellence in Academic Advising Award, University of Alabama, Office of Academic Affairs
Fall 2020	PhD Advisee Elizabeth Anne Murray Won Excellence in Dissertation Research Award, Honorary Mention
Spring 2018	Recipient, Excellence in Academic Advising Award, University of Alabama, Office of Academic Affairs
Fall 2017	Recipient, NCTE <i>Language Arts</i> Distinguished Article of the Year Award
Fall 2017	Nominated, McCrory Faculty Excellence in Teaching Award
Spring 2014	PhD Advisee Joan Ferran Mitchell Won Excellence in Dissertation Research Award
Fall 2007	Recipient, Dorot Scholar Award, American Jewish Studies, \$500
Spring 2006	Nominated, Dissertation Award, AERA
Spring 2005	Recipient, Literacy Doctoral Student of the Year, University of Cincinnati
Fall 2004	Recipient, Promising Scholar Award, American Reading Forum, \$200
Spring 2004	Recipient, Distinguished Dissertation Fellowship, University of Cincinnati, \$25,000

### Scholarly Contributions

*Highlights: 108 scholarly contributions, including 4 books, 34 journal articles/ book chapters, 1 museum exhibit, 38 national/ international presentations, 11 presentations as chair/ discussant, & 21 grants applied for.*

#### Books, Co-Authored or Edited (4)

- Spector, K., Chisholm, J., & Whitmore, K. (2024). *Learning and teaching with literature and the arts for social justice*. Routledge. <https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=3732468>
- Kuby, C., Spector, K., Thiel, J. (Eds.). (2019). *Posthumanism and literacy research: Knowing/ becoming/ doing literacies*. Expanding Literacies Series. Routledge.
- Scherff, L., & Spector, K. (Eds.) (2011). *Culture, relevance, & schooling: Exploring uncommon ground*. Lanham, MD: Rowman & Littlefield.
- Scherff, L., & Spector, K. (Eds.) (2010). *Culturally relevant pedagogy: Clashes and confrontations*. Lanham, MD: Rowman & Littlefield

#### Journal Articles and Book Chapters (§ means written with student)

##### *In Preparation* (3)

- Spector, K. What *My Octopus Teacher* tells us about posthuman, post qualitative inquiry: The entanglement of matter, meaning, and ethics in educational research. *International Journal of Qualitative Studies in Education*.
- Spector, K., & §Salman, A. The uses of hope in literary sense-making. *Research in the Teaching of English*.
- Spector, K., §Kidd, B. G., §Pruitt, B. Living in the wake: Racial literacies in a time of educational gag orders. *Reading Research Quarterly*.

##### *In Review* (1)

- Spector, K. (submitted). "Punching a hole in knowledge": The monstrous in literature and life & Badiou's truth procedures. *English Journal*.

**Published** (35)

- Spector, K., Chisholm, J. S., Griffin, K., Whitmore, K. F., §Cassada, A., Brow, T., Orosco, J., & Regan, A. (2024). Visual verbal journals and literacies of well-becoming. *Pedagogies: An International Journal*, 19(1), 99-125. <https://doi.org/10.1080/1554480X.2022.2164499>
- Spector, K., Chisholm, J. S., & Whitmore, K. F. (2024). What can the Amazon River basin teach us about the stories-we-live-by?: Flows meeting other flows. In K. Spector, J. S. Chisholm, & K. F. Whitmore, *Learning and teaching with literature and the arts for social justice* (pp. 1-28). Routledge. DOI:10.4324/9781003193845-1
- Spector, K., Chisholm, J. S., & Whitmore, K. F. (2024). What can flying frogs teach us about the stories-we-live-by?: Rationalism. In K. Spector, J. S. Chisholm, & K. F. Whitmore, *Learning and teaching with literature and the arts for social justice* (pp. 29-55). Routledge. DOI:10.4324/9781003193845-2
- Spector, K., Chisholm, J. S., & Whitmore, K. F. (2024). What can a fork in the road teach us about the stories-we-live-by?: Individualism & meritocracy. In K. Spector, J. S. Chisholm, & K. F. Whitmore, *Learning and teaching with literature and the arts for social justice* (pp. 56- 94). Routledge. DOI:10.4324/9781003193845-3
- Spector, K., Chisholm, J. S., & Whitmore, K. F. (2024). What can Christopher Columbus teach us about the stories-we-live-by?: The American dream. In K. Spector, J. S. Chisholm, & K. F. Whitmore, *Learning and teaching with literature and the arts for social justice* (pp. 95-121). Routledge. DOI:10.4324/9781003193845-4
- Spector, K., Chisholm, J. S., & Whitmore, K. F. (2024). What can expanding circles teach us about the stories-we-live-by? Active hope. In K. Spector, J. S. Chisholm, & K. F. Whitmore, *Learning and teaching with literature and the arts for social justice* (pp. 122-142). Routledge. DOI:10.4324/9781003193845-5
- Spector, K., & §Murray, E. A. (2023). Reading with love: The potential of critical posthuman reading practices in preservice English education. *English Teaching: Practice and Critique*, 22(4), 482-514. DOI 10.1108/ETPC-05-2022-0074
- Spector, K., & §Murray, E. A. (2023). “Why is Anne Frank always so darn happy?”: Happy objects and bad encounters in teacher education. *Teaching Education*, 34(1), 50–77. <https://doi.org/10.1080/10476210.2021.2002840>
- Spector, K., Chisholm, J. S., Griffin, K., Whitmore, K. F., §Cassada, A., Brow, T., Orosco, J., & Regan, A. (2023). Visual verbal journals and literacies of well-becoming. *Pedagogies: An International Journal*, 1-27. <https://doi.org/10.1080/1554480X.2022.2164499> [online first]
- Whitmore, K. F., Spector, K., & Chisholm, J. S. (2023). Preface. *Literacy Research: Theory, Method, Practice*, 72(1), 1-8. DOI:10.1177/23813377231201451
- Chisholm, J. S., Whitmore, K. F., & Spector, K. (2022). Preface. *Literacy Research: Theory, Research, Practice*, 71(1), 1-7. <https://doi.org/10.1177/238133772211206>
- Spector, K., Chisholm, J. S., Whitmore, K. F. (2021). Meeting the ethical demands of the present: A Preface. *Literacy Research: Theory, Method, Practice*, 70(1), 1-13.
- Jones, S., Huston, B., & Spector, K. (2019). “When the tears just pop out of your eyes”: Reconfiguring social classed literacies through a posthuman teacher education pedagogy. *Teachers College Record*, 121(13).
- Kuby, C. R., Spector, K., & Thiel, J. J. (2019). Cuts too small. In C. R. Kuby, K. Spector, & J. J. Thiel (Eds.), *Posthumanism and literacy research: Knowing/ becoming/ doing literacies* (pp. 1-17). Expanding Literacies Series. Routledge.
- Kuby, C. R., Thiel, J. J., & Spector, K. (2019). Intra-action and entanglement. In C. R. Kuby, K. Spector, & J. J. Thiel (Eds.), *Posthumanism and literacy research: Knowing/*

- becoming/ doing literacies* (pp. 68-70). Expanding Literacies Series. Routledge.
- Spector, K., Kuby, C. R., & Thiel, J. J. (2019). Subjectivity. In C. R. Kuby, K. Spector, & J. J. Thiel (Eds.), *Posthumanism and literacy research: Knowing/ becoming/ doing literacies* (pp. 214-227). Expanding Literacies Series. Routledge.
- Spector, K., & Guyotte, K. (2019). Abductions. In C. R. Kuby, K. Spector, & J. J. Thiel (Eds.), *Posthumanism and literacy research: Knowing/ becoming/ doing literacies* (pp. 214-227). Expanding Literacies Series. Routledge.
- Spector, K., & Kidd, B. G. (2019). The ungraspable in-between of posthuman literacies. In C. Kuby, K. Spector, & J. Thiel (Eds.), *Posthumanism and literacy research: Knowing/ becoming/ doing literacies* (pp. 61-67). Expanding Literacies Series. Routledge.
- Spector, K., Thiel, J. J., & Kuby, C. R. (2019). Affect. In C. Kuby, K. Spector, & J. Thiel (Eds.), *Posthumanism and literacy research: Knowing/ becoming/ doing literacies* (pp. 184-186). Expanding Literacies Series. Routledge.
- Thiel, J. J., Kuby, C. R., & Spector, K. (2019). Agency. In C. R. Kuby, K. Spector, & J. J. Thiel (Eds.), *Posthumanism and literacy research: Knowing/ becoming/ doing literacies* (pp. 18-20). Expanding Literacies Series. Routledge.
- Jones, S., & Spector, K. (2017). Becoming unstuck: Racism and misogyny as traumas diffused in the ordinary. *Language Arts*, 94(5), 302-312.  
[2017 NCTE *Language Arts* Distinguished Article Award winner]
- Adamson, S., ...Spector, K., et al. (2015). Belief statements. In M. Glover & E. O. Keene (Eds.), *The teacher you want to be: Essays about children, learning, and teaching* (xix-xxii). Alfie Kohn (Foreword). Heinemann.
- Spector, K. (2015). Meeting pedagogical encounters halfway. *Journal of Adolescent & Adult Literacy*, 58(1), 447-450.
- Spector, K. (2014). Red Datsun security. In C. Collins, J. Ladd, & F. Yeskel (Eds.). *Class and classism*. Ithaca, NY: Cornell University Press.
- Spector, K., & Scherff, L. (2011). Discursive, embodied, and spatial boundaries. In L. Scherff & K. Spector (Eds.), *Culture, relevance, & schooling: Exploring uncommon ground*. Rowman & Littlefield.
- Scherff, L., & Spector, K. (2010). Introduction. In L. Scherff & K. Spector (Eds.), *Culturally relevant pedagogy: Clashes and confrontations*. Lanham, MD: Rowman & Littlefield.
- Spector, K. (2010). Classroom provocateurs and ethical classroom practice. *Changing English*, 17(4), 363-373.
- Spector, K. (2010). Reading *Romeo and Juliet* and talking sex: Critical ideological consciousness as ethical practice. In L. Scherff & K. Spector (Eds.), *Culturally relevant pedagogy: Clashes and confrontations*. Rowman & Littlefield.
- Spector, K. (2009). Manoeuvrings: On either side of the violet tint. J. Van Galen & V. Dempsey (Eds.), *Trajectories: The educational and social mobility of educators from the poor and working class*. Sense Publishers.
- Parks, D., & Spector, K. (2009). Teachers, adolescents, and Holocaust literature. T. Dubois (Ed.), *Paths to teaching the Holocaust*. Sense Publishers.
- Spector, K., & Jones, S. (2009). Constructing Anne Frank: Critical literacy in an 8<sup>th</sup> grade English language arts classroom. In D. Lapp & D. Fisher (Eds.), *Essential Readings on Comprehension*. International Reading Association. [Reprint]
- Spector, K. (2007). God on the gallows: Reading the Holocaust through narratives of redemption. *Research in the Teaching of English*, 42(1), 7-55.
- Spector, K., & Jones, S. (2007). Constructing Anne Frank: Critical literacy in an 8<sup>th</sup> grade English language arts classroom. *Journal of Adolescent & Adult Literacy*, 5, 36-48.
- Spector, K. (2003). Social group intersections: Identity and an adolescent boy. *American Reading Forum: Online Yearbook*, 23.
- Spector, K. (2003). Her own music: Virginia Euwer Wolff. *Ohio Journal of English Language Arts*, 43(2),

**Museum Exhibit**

Weiman, R., Spector, K., & Cobb, R. (2004). *Her story must be told: Voices of women in the Holocaust*. Hebrew Union College/Center for Holocaust and Humanity Education exhibit featuring narratives and photographs of 15 local Holocaust survivors.

**Partial List of National or International Presentations (38)**

(§ means presented with student)

- Spector, K. (2023 November). The future is now: Next generation teachers. Annual meeting of the National Council of Teachers of English, Columbus, OH. Mentored Terry Mantooth and Victoria Cagle.
- Spector, K., Thiel, J. J., Lenters, K., Dernikos, B., §Murray, E.A., & Dushscher, T. (2021 December). Post Philosophies, Pedagogies, & Practices Study Group (formerly known as PH/FNM): Widening the Angles of Literacy Research by Thinking Theories Through One Another. Annual meeting of the Literacy Research Association, Atlanta, GA.
- Whitmore, K., Griffin, K., Chisholm, J., & Spector, K. (2021 November). Visual-verbal journals in literary study. Annual meeting of National Council of Teachers of English, Virtual due to Covid-19.
- Spector, K. (2021 November). The future is now: Next generation teachers. Annual meeting of the National Council of Teachers of English. Virtual due to Covid-19. Mentored two students.
- Spector, K., Thiel, J. J., Lenters, K., Dernikos, B., & §Murray, E. A. (2020, December). Posthumanism and Feminist New Materialism Study Group: Producing Pockets of Hope: Data Production and Analysis as Interference in Habitual Practices. Presented over three days at the annual meeting of the Literacy Research Association. Virtual due to Covid-19.
- Spector, K., Thiel, J. J., Lenters, K., & Dernikos, B. (2019 December). Posthumanism and Feminist New Materialism Study Group: Tangles of Literacies and Time. Presented over three days at the annual meeting of the Literacy Research Association, Tampa, FL.
- Spector, K. (2019 December). Hieroglyphics of the flesh and racializing assemblages. Part of the panel Re/turning to the body in literacy research. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Spector, K. (2019 November). The future is now: Next generation students. Paper to be presented at the annual meeting of National Council of Teachers of English, Baltimore, MD.  
[Mentored undergrad students Madison Steen and Sarah Kate Shiver]
- Spector, K., & §Murray, E. A. (2019 November). Troubling Anne Frank through Deleuzo-Guattarian syntheses. Paper for the annual meeting of the National Council of Teachers of English, Baltimore, MD.
- Spector, K., & §Murray, E. A. (2018 November). Teaching and learning challenging texts through the arts. Part of a panel presented at the annual meeting of National Council of Teachers of English, Houston, TX.
- Spector, K. (2018 February). Invited panelist for *Teaching in these Times: Justice-Centered Pedagogy in Higher Education, A fireside Chat for Emerging Scholars*. Part of the Diversity Initiative, Teaching for Change, in the College of Education, University of Alabama. Other panelists included Latrise Johnson, Miguel Mantero, and Kagendo Matua.
- Kuby, C., Spector, K., Thiel, J., & Wargo, J. (2017 November). Posthumanism and Feminist New Materialism Study Group presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Spector, K., Kuby, C., Thiel, J., Gourlay, L., Rubin, J., & Nichols, P. (2017 April). Posthuman

- literacies. Alternative Session presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Spector, K., & §Kidd, B. G. (2017 November). Emergent listening and race. Paper presented at the annual meeting of National Council of Teachers of English, St. Louis, MO.
- Spector, K. (2017). The Future is Now. Next generation teachers. National Council of Teachers of English, St. Louis, MO. [Mentored Aaron Tinker]
- Spector, K., Thiel, J., & Kuby, C. (2017 April). Introduction to Posthuman Literacies. With book contributors: Vivienne Bozalek, Teri Holbrook, Phil Nichols, Courtney Rath, Jessica Rubin, Kelly Guyotte. Structured poster session for the annual meeting of the American Educational Research Association, San Antonio, TX.
- Spector, K., & §Murray, E. A. (2016 December). Posthumanism meets Anne Frank: Preservice English teachers wrestle with difficult knowledge. Paper for the annual conference of the Literacy Research Association, Nashville, TN.
- Spector, K., Kuby, C., Jones, S., Thiel, J., & Vasudevan, L. (2016 December). Diffractings in a posthuman workshop. Alternative session for the annual conference of the Literacy Research Association, Nashville, TN.
- Spector, K., & §Kidd, B. (2016 November). Student Group on Race Relations (SORRA). As part of the panel Advocacy as Out-of-School-Time Spaces. Annual conference of the National Council of Teachers of English (NCTE), Atlanta, GA.
- Spector, K. (2016 November). The future is now: Next generation teachers. National Council of Teachers of English, Nashville, TN. [Mentored Hannah Bickel]
- Spector, K. (2016 April). Seeing stars and reading books: The threat and promise of affect. Jointly invited lecture by the Language and Literacy Department and Feminist Scholar Activists at the University of Georgia, Athens, GA.
- Spector, K. (2016 April). Becoming genres of posthumanism and literacy. Jointly invited lecture by the Language and Literacy Department and Feminist Scholar Activists at the University of Georgia, Athens, GA.
- Spector, K. (2015 November). Threat + promise: Cruel optimism and impasse in the literacy classroom. On the Invited panel *An Invitation to a Posthuman Literacy Project: Orientations, methodologies, Pedagogies, and Cruel Optimism* with Stephanie Jones, Candace Kuby, Jaye Thiel, Lalitha Vasudevan.
- Spector, K. (2015 November). The future is now: Next generation teachers. National Council of Teachers of English, Minneapolis, MN. [Mentored Elizabeth Eubanks and Laura Owens]
- Spector, K. (2014 November). The future is now: Next generation teachers. National Council of Teachers of English, Washington, DC. [Mentored Elizabeth Pratt]
- Spector, K. (2013 November). Multimodality in the English classroom. The future is now: Next generation teachers. National Council of Teachers of English, Boston, MA. [Mentored Megan Reynolds]
- Spector, K. (2009 December). The ground beneath us: Critical hermeneutics in the critical literacy classroom. Paper to be presented as part of the panel *Beyond Critical Literacy: Considering the Embodied for Teaching and Research* with S. Jones, E. Johnson, C. Lewis, and J. Docktor. Paper presented at the annual meeting of the National Reading Conference, Albuquerque, NM.
- Spector, K., & Scherff, L. (2009 March). Teacher-mother identity in a high poverty community. Paper accepted for the meeting of Gender & Education, London. I couldn't attend because I lacked funds.
- Spector, K., & Scherff, L. (2008 December). Mothering identity. Paper presented as part of the panel "If you listen to us, we'll listen to you" with E. Dutro, S. Jones, and K. Zenkov. Paper presented at the annual meeting of the National Reading Conference, Orlando.
- Scherff, L., Spector, K., & Cook, T. (2008 November). Symphony of lives. Paper presented at the annual meeting of the National Council of Teachers of English, San Antonio, TX.

- Spector, K., & Scherff, L. (2008 November). Missing the critical in an attempt to be relevant: Teaching *Romeo & Juliet* and talking sex. In the panel with S. Jones and M. Vagle, with discussant E. Morrell. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.
- Spector, K., & Parks, D. (2008 November). Teachers as troublemakers: Teaching *Schindler's List* in high school English. Paper presented at the annual meeting of the National Council of Teachers of English, San Antonio, TX.
- Spector, K. (2008 March). Manoeuverings: Either side of the violet tint. In the panel *Educational mobility of educators from the poor and working class*, with J. Van Galen, V. Dempsey, L. Prieto, S. Hughes, and S. Jones. Paper presented at annual meeting of the American Educational Research Association, New York.
- Spector, K. (February 2008). Troubling the multicultural curriculum. Invited lecture from the College of Education and the Council on Diversity at the University of Georgia.
- Spector, K. (February 2008). Rethinking the Holocaust and *Paper Clips*: Critical engagement with multicultural education and integrated units of study. Presentation at the University of Georgia, College of Education. (\$500.00 from the diversity initiative at UGA)
- Spector, K. (Symposium Organizer and Presenter). Juzwik, M., Caughlan, S. (2007, November). Connecting micro and macro narrative analysis in secondary English educational research: Crossing the scales of time in classroom Holocaust narratives. Symposium presented at the annual meeting of the National Reading Conference, Austin, TX.
- Spector, K. (2007, March). "This story has nothing to do with my life!" Paper presented as part of the panel *Power and Identities in Gendered Performances: A Look at Diverse Educational Contexts in the U.S.* with S. Jones, L. Clarke, & L. Vasudevan. Discussant, Jane Miller. Gender & Education, Dublin, Ireland.
- Spector, K. (2007, March). The possibilities of parallel narratives: Blacks, Jews, and tolerance. Paper presented at the 37<sup>th</sup> Annual Holocaust Scholars Conference, Cleveland, OH.

### **National or International Presentations in Role of Chair/Discussant (11)**

- Spector, K. (Discussant). (2023, December). Researching young children's everyday literacies: The art of noticing relational assemblages. Panel for the annual meeting of the Literacy Research Association, Atlanta, GA.
- Spector, K. (Discussant). (2020, December). Embodied literacies: Putting diverse theories to work with/in our pedagogical practices. Papers: Racialized Curriculum Violence as Empathetic Racial Impersonation by Stephanie P. Jones, Grinnell College; More-Than-Human Affective Literacies: Feeling, Hearing, and Tuning into Sonic Bodies as Rebellious Matter by Bessie Dernikos, Florida Atlantic University; Speaking from the Soul: Black Female Embodied Literacies by Bianca J. Nightengale-Lee, Florida Atlantic University; Red Circles, Embodied Literacies, and Neoliberalism: The Art of Noticing and Unruly Placemaking Event by Jaye Johnson Thiel, Independent Scholar.
- Spector, K. (Chair). (2019, April). Literary study as transformative practice. Annual Meeting of the American Educational Research Association, Toronto, Canada.
- Spector, K. (Discussant). (2009, December). Literacy and teacher identities: Discourses of race and power. Panel with M. Haddix, A. Ticknor, and M. Cooper. Annual meeting of the National Reading Conference, Albuquerque, NM.
- Spector, K. (Chair). (2009, April). Literature on the margins. Annual Meeting of the American Educational Research Association, San Diego, CA.
- Spector, K. (Chair). (2009, April). Literature SIG Business Meeting. Invited address by Cynthia Lewis. Annual Meeting of the American Educational Research Association, San Diego, CA.
- Spector, K., & Clarke, L. (Chairs). (2008, March). Literature SIG Business Meeting: Workshop of

- the Possible. Invited addresses by Randy Bomer and Katherine Bomer. Annual meeting of the American Educational Research Association, New York.
- Spector, K. (Discussant). (2008, March). Multicultural literature across grades. Annual meeting of the American Educational Research Association, New York.
- Spector, K. (Chair). (2007, April). Literature SIG Business Meeting: Literature research: Reflections on the past, looking to the future. Invited addresses by Judith Langer and Arthur Applebee. Annual meeting of the American Educational Research Association, Chicago.
- Spector, K. (Discussant). (2007, April). Reading selves: Teaching and learning literature. Panelists D. Appleman, D. Adomat, T. Crumpler, and J. Schall. Annual meeting of the American Educational Research Association, Chicago.
- Spector, K. (Chair). (2006, April). Literature and critical literacy. Presenters: D. Appleman, E. Dutro, and S. Jones. Annual meeting of the American Educational Research Association, San Francisco.

## Grants (21)

*Highlights: 21 grants for a total of \$270,496.94 applied for; \$75,723.94 pending decision; \$164,200 funded.*

- Spector, K. (2024, May). COE Faculty Travel Awards. *The Elizabeth St. Pierre Lecture Series*. Amount Proposed: \$723.94
- Spector, K. (PI). (2024, March). Centering equity, joy, and wellbeing in K-12 Education: Mapping systemic change in local places to expand systemic change in the US. *Spencer Vision Grant* (a grant required for proposing up to a \$3.5 million Spencer Transformation Grant). With Co-PIs, Stephanie Jones (UGA), Elizabeth Dutro (UC—Boulder), Latrise Johnson (UA), Taryrn Brown (UF), Gia Barboza-Salerno (OSU), Jim Woglom (CalPoly—Humboldt), Brandi Hinnant- Crawford (Clemson), and Lalitha Vasudevan (TC—Columbia University). Will hear back from granting agency in July or August 2024. Amount Proposed: \$75,000.
- Spector, K. (2024). COE Summer GA Grant for Abdulmalik Salman. Amount Awarded: \$3500.
- Spector, K. (2024). Reading with love. University of Alabama Research Grants Committee (RGC). Amount Proposed: \$11,073. Not funded.
- Spector, K. (2023). CARI Fellowship. Amount Proposed: \$4000. Not funded.
- Spector, K. (2022). COE Summer GA Grant for Haley Parker. Amount Awarded: \$3500.
- Spector, K. (2021). COE Summer GA Grant for Haley Parker. Amount Awarded: \$3000.
- Spector, K. (2020). CARI Fellowship. Amount Proposed: \$4000. Not funded.
- Spector, K. (2018). Experiential Learning Fellows. Arts and Activism. Amount Awarded: \$2000.
- Spector, K. (2016). Center for Community-Based Partnerships Seed Grant, Students on Race Relations Assemblage (SORRA). Amount Proposed: \$5,000. Not funded.
- Spector, K. (2016). College of Education Research Grant, Students on Race Relations Assemblage (SORRA). Amount Awarded: \$3,000
- Spector, K. (2012). Chair's Research Grant for Reggio Emilia Invitational Trip. Amount Awarded: \$1,500.
- Spector, K. (2010). Chair's Research Grant. Amount Awarded: \$800.
- Spector, K. (2010). Ipad Research Grant. Dean's Office. Amount Awarded: \$700.  
One student who participated in this project, Jessie Richardson, had her paper accepted by *Learning and Leading with Technology*.
- Spector, K., Sekeres, D., Donovan, C., Brinyark, R., & Windle, T. (2010). Longleaf Writing Project. National Writing Project. Amount Awarded: \$46,000.
- Sekeres, D., Donovan, C., & Spector, K. (2009). Longleaf Writing Project. National Writing



Project. Amount Awarded: \$46,000.

Sekeres, D., Donovan, C., & Spector, K. (2008). Longleaf Writing Project. National Writing Project. Amount Awarded: \$43,000.

Spector, K. (PI). (May, 2008). Critical Holocaust literature education. University of Alabama Research Grants Committee (RGC). Amount Awarded: \$4,000.

Spector, K., & Scherff, L. (Co-Authors). (October 15, 2007). Literacy Web. Department of Curriculum & Instruction recruitment grant. Amount Awarded: \$1,500.

Spector, K. (October, 2007). We the children: A symphony of lives. College of Education Grant. Amount Awarded: \$2,000.

Scherff, L., & Spector, K. (Co-PIs). (September, 2007). We the children: A symphony of lives. National Council of Teachers of English Foundation Grant. Amount Awarded: \$10,200. [authorship in alphabetical order; equal contributions]

### University Teaching and Mentorship

*Highlights: 52 **different** classes taught/ developed (22 doctoral level; 20 EdS and MA levels; 10 undergraduate level); 5 Dissertation Chair; 14 Dissertation Committee Member; 11 Doctoral Comps; 15 UG and ALUMA students mentored for NCTE research presentation.*

### Doctoral Level

*New Courses Developed and/or Taught (10)*

*CIE 604 Critical Research in Curriculum & Instruction (initially created in 2023)*

This course focuses on reading, analyzing, and creating critical research practices within curriculum and instruction that foreground the purposive and contextual aspects of scholarly inquiry. We will attend to historical, sociopolitical, and material-discursive aspects of various approaches to critical research, where “critical” signals research that explores how marginalized people and places have been harmed by traditional research and schooling practices and how we might build more just, equitable, and humanizing ones. Emphases may vary and may include a deep dive into one critical research orientation or a broader survey of several. Theories may include, but are not limited to, the literatures of anti-Capitalism, anti-Humanism, African diaspora, BlackCrit, Black feminism, critical literacies, critical posthumanism, critical race theory, critical whiteness, decolonization, DisCrit, feminist new materialism, feminist poststructuralism, humanizing research, Indigenous education, LatCrit, postcolonization, queer theory, and TribalCrit, among others. Research methods may include critical autoethnography, critical (multimodal) discourse analysis, critical ethnography, QuantCrit, critical qualitative, critical post qualitative, and humanizing, among others.

*CIE 687 Research Apprenticeship in Transformative Education (initially created in 2023)*

This is an elective course for doctoral students. The course is designed to apprentice novice scholars in a variety of research practices. Students will participate in an existing research project directed by a faculty member (with permission and under the supervision of that faculty member). This course can be repeated for a total of 6 credit hours toward the program of study.

*CIE 688 Teaching Apprenticeship in Transformative Education (initially created in 2023)*

This is an elective course for doctoral students. The course is designed to apprentice novice scholars in a variety of teaching practices. Students will participate in planning, teaching (including collaborative-teaching experiences), and assessment as directed by a faculty member (with permission and under the supervision of that faculty member). This course can be repeated for a

total of 6 credit hours toward the program of study.

*CIE 689 Supervision Apprenticeship in Transformative Education* (initially created in 2023)

This is an elective course for doctoral students. The course is designed to apprentice novice scholars in a variety of supervisory practices. Students will participate in supervisory activities as directed by a faculty member (with permission and under the supervision of that faculty member). This course can be repeated for a total of 6 credit hours toward the program of study.

*CIE 601 Conceptual Frameworks in Curriculum & Instruction Research* (initially created in 2022-

2023) This course is concerned with one of the most fundamental and challenging aspects of doing research in Curriculum and Instruction: creating and using conceptual frameworks within

knowledge-producing projects. Together, we will explore in depth what conceptual frameworks are and why they are central to research. We will also take initial steps to develop your capacity to create and use these frameworks. Many of the ideas about conceptual frameworks will be presented in articles that will take particular (i.e., not universal) perspectives on this subject. Thus, every student's challenge will be to integrate these varying perspectives as they cultivate their own unique understanding. To facilitate this, the instruction will follow Braidotti to take each empirical or theoretical article as a "relay point between different moments in space and time, as well as different levels, degrees, forms and configurations of the thinking process" (Braidotti, 2013, p. 166). Since all "thinking processes" are historical and material-discursive, we will also explore how they have emerged and what they have been useful for making visible. In addition, students will begin creating an integrated conceptual framework for their own research goals and questions.

*CIE 651 Research Apprenticeship in Literacies and Languages Education* (initially created in 2022-

2023) This is an elective course for doctoral students whose concentration is literacy and language acquisition education focused. The course is designed to apprentice novice scholars in a variety of research practices in fields of literacy. Students will participate in an existing research project directed by a faculty member (with permission and under the supervision of that faculty member). This course can be repeated for a total of 6 credit hours toward the program of study.

*CIE 652 Teaching Apprenticeship in Literacies and Languages Education* (initially created in 2022-2023)

This is an elective course for doctoral students. The course is designed to apprentice novice scholars in a variety of teaching practices. Students will participate in planning, teaching (including collaborative-teaching experiences), and assessment as directed by a faculty member (with permission and under the supervision of that faculty member). This course can be repeated for a total of 6 credit hours toward the program of study.

*CIE 653 Supervision Apprenticeship in Literacies and Languages Education* (initially created in 2022-2023)

This is an elective course for doctoral students. The course is designed to apprentice novice scholars in a variety of supervisory practices. Students will participate in supervisory activities as directed by a faculty member (with permission and under the supervision of that faculty member). This course can be repeated for a total of 6 credit hours toward the program of study.

*CIE 609 Discourse & Pedagogy* (initially created & taught in 2010; summer 2013, summer 2017, fall 2018, summer 2021)

This course provides foundational training for using *discourse analyses* within the research of teaching and learning. The focus across the seminar will be on the integration of theory and

discourse analysis methodology. Discourse analysis should be viewed as a way of reading linguistic or semiotic classroom data and bringing diverse theoretical and practical perspectives to bear on those readings. Theoretical and methodological perspectives on conducting discourse analyses will be grouped for purposes of the seminar into broad historical and topical categories (e.g., narrative analysis, genre analysis, cultural studies and media analyses, and critical discourse analyses). Participants will be asked to conduct an analysis of classroom discourse for final evaluation. All participants will be expected to gather one or more segment(s) of discourse from their ongoing research (previously recorded segments of discourse may be used).

*Language, Social Class, & Pedagogy* (initially created & taught in 2010)

Rooted in commitments from critical literacy, this course offers opportunities for us to explore how lives are figured and refigured both inside and outside of classrooms and across class boundaries. Focusing upon landmark works, we will follow threads of social class, language, and pedagogical practices as we weave in and out of research centered in pre-k through secondary school classrooms. In the process, we will aspire to transform pedagogies that have pushed poor and working-class children and their families to the margins of our educational institutions.

*Independent Study Courses Developed/Taught for Doctoral Students (12+)*

*CSE 694 Advanced Problems in Secondary Education: Academic Writing* (initially created & taught in spring 2024)

This course was designed to develop and practice writing skills for academic publishing purposes. Building upon student research interests, we will focus on the genres of academic writing common to their field. The major project is a literature review.

*CEE 694 Problems in Elementary Education: Schooling While Black* (initially created & taught in spring 2024)

This course was designed to conduct an emergent literature review stemming from ethnographic fieldwork in a local elementary school serving only Black children. The major course projects are a literature review and analytical memos tied to the literature reviewed.

*CSE 694 Advanced Problems: Racial Literacies* (initially created & taught in spring 2023)

The goal of this Independent Study is to explore race and racism theoretically and through historical and qualitative research accounts of lived experiences that highlight the discourses that structure relations in schools. We will explore Critical Race Theory, settler colonialism, white supremacy, and anti-racism.

*CIE 697 Dissertation Research* (summer 2011-summer 2018 & spring 2019-fall 2022)

This independent research course partially fulfills required research dissertation hours toward the doctoral degree. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology. Directed dissertation research for 36 semesters, outside of load.

*CIE 693 Workshop: Conceptual Frameworks in C&I Research* (fall 2022, pilot for CIE 601)

This course is concerned with one of the most fundamental and challenging aspects of doing research in Curriculum and Instruction: creating and using conceptual frameworks within knowledge-producing projects. Together, we will explore in depth what conceptual frameworks are and why they are central to research. We will also take initial steps to develop your capacity

to create and use these frameworks. Many of the ideas about conceptual frameworks will be presented in articles that will take particular (i.e., not universal) perspectives on this subject.

*CSE 694 Advanced Problems: Anti-Black Racism and Education in the U.S.* (initially created & taught in spring 2019 & spring 2022)

We will explore empirical educational research grounded in the theoretical and practical work of the following key figures: W.E.B Du Bois, Franz Fanon, Sylvia Wynter, Hortense Spillers, Septima Clark, Patricia Hill Collins, Gloria Ladson-Billings, and Gloria Boutte.

*CSE 694 Advanced Problems: Restorative Justice* (initially developed in spring 2018)

This independent study provides a critical examination of restorative justice principles in public school settings. We will begin with a survey of dominant punitive discipline discourses, zero tolerance policies, school to prison pipeline, and alternatives to restorative justice. We will then focus on the philosophy, theory, and empirical approaches to restorative justice in schools.

*CSE 694 Advanced Problems: Karen Barad and Agential Realism in Literacy Research* (initially developed in summer 2016)

We will begin this Independent Study by exploring the ontological turn of feminist “new” materialisms, and then focus on the theory and application of agential realism in literacy research.

*CSE 694 Advanced Problems: Posthumanism and Literacy Research* (initially developed and taught in summer 2015, fall 2015)

This Independent Study was designed to introduce doctoral students to the ontological turn in literacy education research. We will begin by reading empirical research grounded in posthuman theory, and then explore key works of three feminist, posthumanist thinkers: Donna Haraway, Rosi Braidotti, and Karen Barad. The major product of this course is a literacy research proposal using posthuman theory.

*CSE 694 Advanced Problems: Disciplinary Literacies* (initially developed and taught in spring 2014)

The field of content area literacy has been moving toward a disciplinary literacy perspective and away from generic cognitive strategy instruction. Utilizing an overarching theoretical framework of Ricoeurian critical hermeneutics, this course provides a historical view of content area literacy from the turn of the 20<sup>th</sup> century to the present, an invitation to read landmark scholarship from across the disciplines, and considerable time to investigate important studies within the disciplines. Weekly readings, written analyses, and a final synthetic paper are requirements of the course.

*CSE 694 Advanced Problems: Bakhtin* (initially developed & taught in spring 2013)

This course is designed to introduce students to the work of M. M. Bakhtin. We will begin by exploring recent scholars who have used Bakhtinian concepts to frame their own research, and then we will conduct critical readings of *The Dialogic Imagination*, *Speech Genres & Other Late Essays*, and *Toward a Philosophy of the Act*. Weekly readings, written analyses, and a final synthetic paper are requirements of the course.

*CSE 694 Advanced Problems* (spring 2010)

## **Dissertation Work**

*Dissertation Committee Chair—Completed (5)*

- Schweiker, C. E. (2023). *Discipline policies as conditions of possibility: A foucauldian post-structuralist policy analysis* (Order No. 30692355). Available from Dissertations & Theses @ University of Alabama. (2924804079). Retrieved from <https://www.proquest.com/dissertations-theses/discipline-policies-as-conditions-possibility/docview/2924804079/se-2>  
[Physics teacher at Magic City Acceptance Academy]
- Elmore, P. G. (2022). *Critical media literacy and early COVID-19 media coverage: Participatory action research with a fifth-grade girl* (Order No. 29062364). Available from Dissertations & Theses @ University of Alabama. (2691021382). Retrieved from <https://www.proquest.com/dissertations-theses/critical-media-literacy-early-covid-19-coverage/docview/2691021382/se-2>  
[Nominated for MSERA Outstanding Dissertation Award]
- Murray, E. A. (2020). *Mapping De/territorializing literary encounters in ELA classroom assemblages* (Order No. 28023481). Available from Dissertations & Theses @ University of Alabama. (2447269137). Retrieved from <https://www.proquest.com/dissertations-theses/mapping-de-territorializing-literary-encounters/docview/2447269137/se-2>  
[Excellence in Dissertation Research Award, Honorary Mention]
- Baker, M. A. (2014). *Literary analysis and the catholic optic in catholic high school English classes* (Order No. 3683631). Available from Dissertations & Theses @ University of Alabama. (1658559721). Retrieved from <https://www.proquest.com/dissertations-theses/literary-analysis-catholic-optic-high-school/docview/1658559721/se-2>
- Mitchell, J. F. (2013). *Re-visioning the writing classroom: An activity theory analysis of writing pedagogy* (Order No. 3596209). Available from Dissertations & Theses @ University of Alabama. (1448886360). Retrieved from <https://www.proquest.com/dissertations-theses/re-visioning-writing-classroom-activity-theory/docview/1448886360/se-2>  
[Excellence in Dissertation Research Award]

*Dissertation Committee Chair—Ongoing*

Pruitt, B. Topic: Fugitive Pedagogy in Schools Serving African American Children.

*Doctoral Dissertation Committee Work--Completed (15)*

- Pate, K. (2024). Developing elementary preservice teachers' mathematical practice: Attend to precision.
- Sullivan, H. (2021). *Micropolitical literacy in an independent school: How newly-hired teachers experience the micropolitical context of an unfamiliar educational environment*. Unpublished doctoral dissertation. <http://ir.ua.edu/handle/123456789/7934>
- De Leon, Vanessa. (2019, January). *The inflexibility of flexible curriculum: a critical discourse analysis of Aceleración del Aprendizaje*. Unpublished doctoral dissertation. <http://ir.ua.edu/handle/123456789/6434>
- Flint, M. (2019, March). *Methodological orientations: College student navigations of race and place in higher education*. Unpublished doctoral dissertation. <http://ir.ua.edu/handle/123456789/6135>
- Southern, K. (2017, December). *Teacher autonomy and centralization: predicting school effectiveness*. Unpublished doctoral dissertation. <http://ir.ua.edu/handle/123456789/3600>
- Richey, G. (2017, November). *The effects of different mathematics course progressions on student mathematics achievement throughout the high school transition: A mixed methods study*. Unpublished doctoral dissertation. <http://ir.ua.edu/handle/123456789/3679>
- Zhou, Y. (2017). *The influence of study-abroad experiences on in-service Chinese college EFL teachers' identity* (Order No. 10639282). Available from Dissertations & Theses @ University of

- Alabama. (2018357739). Retrieved from <https://www.proquest.com/dissertations-theses/influence-study-abroad-experiences-on-service/docview/2018357739/se-2>.
- Franklin, D. D. (2016). The jewish lived experience in cuba (Order No. 10127913). Available from Dissertations & Theses @ University of Alabama. (1810164678). Retrieved from <https://www.proquest.com/dissertations-theses/jewish-lived-experience-cuba/docview/1810164678/se-2>
- Gomez, J. (2014, June). *The development of writing skills in masters level English as a foreign language teacher education programs: Insight into the process and perceptions from stakeholders in Colombian universities*. Unpublished doctoral dissertation. <https://ir.ua.edu/handle/123456789/2017>
- Woodruff, J. (2014, June). *Is the closet door still closed in 2014?: A program evaluation of preservice teacher training*. Unpublished doctoral dissertation. <https://ir.ua.edu/handle/123456789/1989>
- Prado, J. (2013, June). *The impact of multilingualism on adolescent English learners' identities: Constructing a theory of educational needs*. Unpublished doctoral dissertation. <https://ir.ua.edu/handle/123456789/1843>
- Evans, V. (2012, March). *Stories from a professional learning community of teachers: PLC as thirdspace to generate ways of learning and being*. Unpublished doctoral dissertation. <http://ir.ua.edu/handle/123456789/2932>
- Sims, E. (2011). *First-year composition students' perceptions regarding the use of classroom blogs to improve student Writing*. Unpublished doctoral dissertation. <https://ir.ua.edu/handle/123456789/1339>
- Cook, T. (2009, May). *Case study of a creative writing program and the interaction of white instructors' and African American students' social and cultural differences*. Unpublished doctoral dissertation.
- Gerber, H. (2008, August). *New literacy studies: Intersections and disjunctures between in-school and out-of-school literacies with adolescent males*. Unpublished doctoral dissertation.

#### *Doctoral Dissertation Committee Work—Ongoing*

Tong, Yan.

#### *Doctoral Comps Assessment (12)*

- Gooden, Chalandra. (2023)  
 Smith, Felicia. (2023)  
 Pate, Kaleigh. (2022)  
 Elmore, Patricia. (2020)  
 Schweiker, Claire. (2020)  
 Kidd, Briana. (2019)  
 Flint, Maureen. (2019)  
 Murray, Anne. (2017)  
 Kusta, Charly. (2016)  
 Baker, Sr. Mary Andrew. (2012)  
 Mitchell, Joan. (2012)  
 Boyd, Ashlee. (2010)

#### ***EdS and MA Level***

*Highlights: 20 different classes developed/taught; 6 EdS theses directed.*

CSE 530 (spring 2016, fall 2023)

The evolving secondary school and its program, with emphasis on analysis of current trends that

directly affect modern school practices in a societal context.

*CSE 555* (spring 2016 – present)

An introduction to literature appropriate for the adolescent reader; reading patterns and major concerns of adolescents.

*CIE 599 Special Topics in Early Childhood, Elementary, and/or Secondary* (summer 2023)

This course, offered on campus or abroad, provides opportunities to engage with topics or projects of collective concern in early childhood, elementary, and/or secondary education. Topics vary. May be repeated.

*CSE 693 Advanced Workshop* (summer 2023)

An examination of the relationship between theory and research. Students learn to search and evaluate the research literature and develop a proposal for research.

*CSE 592 Fieldwork* (fall 2008, 2011, 2019, 2022)

A clinical experience taken concurrently with the methods course and designed to facilitate students' development of pedagogical skills, effective thinking, and professional problem solving.

*CSE 697 Specialist Degree Research* (spring 2018, spring 2021)

Systematic classroom inquiry is used to engage students in a teacher action research project. Advisor recommendation required.

*CEE 687 Topical Research Review* (fall 2020)

Supervised opportunities to apply knowledge and skills in a professional setting. Credit is based on the nature and degree of student involvement.

*CSE 670 Research and Theory in Secondary Education* (fall 2020)

An examination of the relationship between theory and research. Students learn to search and evaluate the research literature and develop a proposal for research.

*CSE 570 Teaching Writing* (spring 2012, summer 2012, spring 2014, summer 2014)

This course is designed to prepare prospective and current English teachers to successfully teach and evaluate writing in grades 6-12.

*CRD 553 Foundations of Literacy in Pk-12* (initially created & taught in summer 2009; summer 2012, 2016)

This is a challenging, research-oriented, reading- and writing-intensive course through which you will develop your identity as a literacy professional. This class, the first class in the reading specialist sequence, provides an introduction to the foundations of literacy research, development, and instruction.

*CSE 563 Improving ELA Instruction* (Paraguay) (fall 2010)

Principles of learning applied to concepts, skills, attitudes, and problem solving in English and speech; diagnosis, enrichment, remedial teaching, and evaluation.

*CEE 517 Language Arts in Elementary School* (Paraguay) (fall 2010)

*CSE 563 Improving ELA Instruction* (spring 2008-2009, summer 2011-2013)

Principles of learning applied to concepts, skills, attitudes, and problem solving in English and speech; diagnosis, enrichment, remedial teaching, and evaluation.

*CSE 597 Internship* (fall 2013, 2016, 2017; spring 2014; summer 2017)  
Full-time internship as a teacher in the major teaching field.

*CSE 579 Secondary English Methods* (fall 2008, 2011)  
Methods and media essential to effective instruction in English in the secondary school.

*CRD 512 Improving Reading in Secondary Schools* (fall 2007-2016)  
A comprehensive study of the major components involved in literacy instruction at the secondary level. A field component is required.

*CSE 663 Secondary School English* (spring 2008-2011, summer 2012)  
Literature, research, and content in English and speech; current trends; experimental programs; gradation or sequence of subject matter; criteria for program evaluation; and basic issues.

*CRD 690 Seminar in Literacy Research* (fall 2014)  
Provides students with a knowledge base of the relationship between theory, research and practice in regard to K-12 literacy education.

*EN 639 Topics Rhetoric Composition* (Summer 2009-2011)  
Longleaf Writing Project Summer Institute

*CSE 693 Longleaf Writing Project* (Summer 2009-2011)  
Longleaf Writing Project Summer Institute

### ***EdS Theses Directed*** (6)

- Beaudoin, R. (2021, April). *Closing the gap: Social reading during social distancing.*  
Burkett, E. (2018, July). *Literature circles for equity and inclusion.*  
Farabee, S. (2015, May). *How does group work work?*  
Shelton, M. (2015, May). *Critical literacy and the transcendentalists.*  
Winsett, S. (Jan., 2011). *Race, class, and literature in one rural context.*  
Floyd, M. (August, 2010). *Using multicultural literature to create an atmosphere of empathy in a gifted classroom.*

### ***Undergraduate Classes*** (10)

*CSE 455 Adolescent Literature* (spring 2015-present & summers 2012-2018)  
Study of contemporary literature for young adults, with emphasis on high-interest and high-quality literature from diverse authors.

*EN 455 Advanced Studies in Writing* (summer 2023)  
UA Writing Project. Theme: Writing for Joy and Wellbeing

*EN 400 Senior Seminar* (summer 2023)  
UA Writing Project. Theme: Writing for Joy and Wellbeing

*CSE 489 Clinical Experience in Secondary School* (fall 2011, 2019, 2022)  
Observation and participation experiences in secondary schools. Computing proficiency and



writing proficiency are required for a passing grade in this course. Admission to Teacher Education Program is required. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

*CSE 497 Secondary School Teaching* (fall 2013, 2016, 2017; spring 2014, 2014)

Observing and teaching in the student's secondary school subject area. Admission to Teacher Education Program is required.

*CRD 412 Content Area Literacy* (fall 2007-2016)

Study of methods and strategies for teaching reading at the secondary and junior-college levels. Methods of teaching word attack and comprehension skills are emphasized. Diagnostic techniques, study skills, and teaching reading in the content areas are also covered. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

*CSE 470 Teaching Writing* (summer 2012, spring 2010-2012)

This course is designed to prepare prospective English teachers to successfully teach and evaluate writing in grades 6-12.

*CSE 479 Secondary English Methods* (fall 2008, 2011)

Methods and media essential to effective instruction of English in the secondary school. Admission to Teacher Education Program is required. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course. Computer proficiency is required for a passing grade in this course.

*CSE 469 Pedagogical Grammar* (spring 2009)

This is a practical course intended to enhance the student's understanding of the structure of the English language. The course is designed to encourage a thorough study of grammar and its role in the English language arts curriculum, to explore the psycholinguistic nature of language processes, and to develop methods of instruction for the classroom.

*CSE 390 Instruction and Accommodation in Secondary Schools* (spring 2008)

The course focuses on evaluating teaching and learning behaviors and on general teaching competencies.

## Service

*Highlights: Managing Editor of LRTMP; Chair of AERA Literature SIG; Co-Director of the Longleaf Writing Project; President, Alabama Council of Teachers of English; Assessment Committee Member for 10+ years; Author of 30+ AIS reports; Co-Author of ELA SPA report; Program Coordinator 10+ years; Leader in transforming the C&I PhD program.*

## International and National Service

*Ongoing Service Work*

2019—Pres. Reviewer, *English Theory: Practice & Critique*

This journal publishes research and scholarship related to English education and grounded in critical perspectives and international and comparative approaches to topics and issues.

- 2018—Pres. Reviewer, *Qualitative Inquiry*  
The journal publishes open-peer reviewed research articles that experiment with manuscript form and content, and focus on methodological issues raised by qualitative research rather than the content or results of the research.
- 2018—Pres. Reviewer, *Journal of Early Childhood Literacy*  
*Journal of Early Childhood Literacy* is a fully peer-reviewed international journal. Since its foundation in 2001 JECL has rapidly become a distinctive, leading voice in research in early childhood literacy, with a multinational range of contributors and readership. The main emphasis in the journal is on papers researching issues related to the nature, function and use of literacy in early childhood. This includes the history, development, use, learning and teaching of literacy, as well as policy and strategy. Research papers may address theoretical, methodological, strategic or applied aspects of early childhood literacy and could be reviews of research issues. JECL is both a forum for debate about the topic of early childhood literacy and a resource for those working in the field. Literacy is broadly defined; JECL focuses on the 0-8 age range.
- 2013—Pres. Reviewer, *English Education*  
Journal of English Language Arts Teacher Educators (ELATE), a constituent organization of the National Council of Teachers of English (NCTE). The journal serves teachers who are engaged in the preparation, support, and continuing education of teachers of English language arts/literacy at all levels of instruction.
- 2011—Pres. Editorial Review Board, *Journal of Adolescent & Adult Literacy*, an IRA journal  
This journal highlights innovative, peer-reviewed, research-based practices aimed at improving engagement and achievement among literacy learners ages 12 and older.
- 2009—Pres. Reviewer, *Research in the Teaching of English*  
This journal is broad-based and multidisciplinary, composed of original research articles and short scholarly essays on a wide range of topics significant to those concerned with the teaching and learning of languages and literacies around the world, both in and beyond schools and universities.

I also review for *RRQ* and *QSE*, as needed.

#### *Completed Service Work (6)*

- 2020-2023 Managing Editor & Lead Editor, *Literacy Research: Teaching, Method, and Practice*  
*Literacy Research: Theory, Method, and Practice* is an international, double-anonymized, academic journal. I manage with two other Lead Editors a group of nine Co-Editors in the U.S. and Australia as we make decisions on manuscripts based upon peer review. We ensure that ethics and DEI initiatives are in place and working. We coordinate communications with editors, authors, the publisher, and our professional organization, Literacy Research Association.
- 2023 Outside Reviewer for Promotion to Full Professor, University of Calgary
- 2019-2023 Ethics Committee Member, LRA
- 2010-2013 Editorial Advisory Board, *English Education*, a NCTE journal
- 2007-2010 Area Co-Chair, Pre-service Teacher Education Program Committee National Reading Conference [now LRA]
- 2005-2010 AERA SIG Chair, Literature Special Interest Group

2005-2010 AERA Program Co-Chair, Literature Special Interest Group

### **Selected State and Local Service**

#### *Ongoing Service Work* (1)

2022—Pres. Co-Director, Longleaf Writing Project

#### *Completed Service Work* (11)

2016-2019 President, Black Warrior Critical Literacy Council  
2016-2018 Director, SORRA, Hillcrest Middle School and PARA Community Center  
2009-2011 President, Alabama Council of Teachers of English  
2008-2011 Co-Director, Longleaf Writing Project  
2009-2011 Co-Director, Longleaf Writing Project Website Creation  
2008-2009 Vice-President, Alabama Council of Teachers of English  
2007-2008 Treasurer, Alabama Council of Teachers of English  
2008 Many Books, One Classroom Project  
Collins-Riverside Middle School, Northport, AL  
2007 Maltz Museum of Jewish History, Cleveland, OH  
2007 Teaching Holocaust Literature: Problems and Possibilities  
Workshop presented to museum docents  
2005 Adolescent Literacy workshops, grades 4-12  
Ohio Department of Education, Cincinnati, OH

### **University Service (selected list)**

#### *Ongoing Service Work* (1)

2023—Pres. First Generation College Students Mentor (Ekpele Anwah and Cameron Davis)

#### *Completed Service Work* (15)

2024 Mock Interview Event sponsored by the GSO (Guest Interviewer)  
2022-2023 Core Writing Committee Member  
2021, Spring Led *Caste* Book Group on Mondays for Academic Diversity Council  
2018-2022 Equal Opportunity Committee  
2018-2023 Academic Diversity Council  
2011-2020 Graduate Parent Support Program  
2018-2019 Faculty Diversity Subcommittee for the ADC  
2015-2017 Division Chair, Research Grants Committee, Area C  
2014-2016 Research Grants Committee, Area C  
2013-2015 University Recreation Committee  
2013-2015 Academic Issues Committee  
2013-2015 Faculty Senate  
2013-2015 SACS Compliance Committee  
2011-2012 Dean Search Committee (Peter Hlebowitsh was hired)  
2009-2011 Faculty Senate, Alternate

## College Service (selected list)

### *Ongoing Service Work (7)*

- 2024—Pres. Program Coordinator Group Work Leader  
How shall we give credit for the work of program coordinators?
- 2023—Pres. Member, COE Task Force on PhD Education  
Met with Michael Lawson and a group of COE faculty representatives to aid in planning curriculum innovations.
- 2023—Pres. Member, COE Task Force on EdD Education  
Met with Michael Lawson and a group of COE faculty representatives to aid in planning curriculum innovations.
- 2022—Pres. Faculty Development Committee
- 2019—Pres. Diversity, Equity, and Inclusion Committee
- 2018—Pres. Clinical Experiences Advisory Committee
- 2011—Pres. Academic Bankruptcy Committee

### *Service Work—Completed (11)*

- 2024, Feb. 12 Member, Graduate Faculty Representative for ALSDE EPIC Visit for State Certification Programs
- 2024, Feb. 12 Member, Undergraduate Faculty Representative for ALSDE EPIC Visit for State Certification Programs
- 2023, Sept. 25 Panel Speaker, Navigating the Job Market, sponsored by the COE Graduate Student Organization
- 2023, August 5 Panel Speaker, Empowering Educators Conference, COE, University of Alabama
- 2011-2023 College Assessment Committee
- 2011-2023 Secondary Program Coordinator
- 2021, Dec. Initiator, Paid Internship Innovative Program
- 2021, Sept. 1 Hostile Terrain Mapping Project, Support of COE Ambassadors
- 2021 Summer Search Committee Member, Director of Accreditation (Akeisha Young was hired)
- 2015 Clinical Experiences Committee
- 2015 edTPA Pilot Committee

## Department Service (select list)

### *Ongoing Service Work (7)*

- 2023—Pres. Doctoral Program Coordinator, C&I  
Key Innovations: Led the redesign of our PhD Program; moved from 102-hour, loosely structured program to 66-hour, structured program with 10 concentrations.
- 2023—Pres. Member, Online EdD Program Committee
- 2021—Pres. Chair, Doctoral Program Continuous Improvement Committee  
This committee began meeting weekly beginning spring semester to 2021 to research, plan, and implement a radical restructuring of our Ph.D. and Ed.D. programs, moving from a 102-credit hour Ph.D. to a 66-credit hour program and from a 78-credit hour Ed.D. to a 60-credit hour program.
- 2011—Pres. Departmental AIS Report Writer
- 2007—Pres. Conduct Entrance Interviews for Potential Teacher Education Program Candidates

- 2007—Pres. Approximately 15 hours per academic year  
Advise Secondary English students
- 2007—Pres. Approximately 30+ hours per academic year  
TEP Portfolio Assessment  
Approximately 20 portfolios per semester

*Service Work Completed (35)*

- 2023 Author, AIS Report for C&I PhD (50 hours of work; no data were collected/  
provided and no earlier reports were made available)
- 2023 Author, AIS Report for SCTL MA Programs, including disaggregation for  
OIP, Main, DL, and Literacy (20 hours of work)
- 2022-2023 Member, Assistant Professor of SCTL Mathematics Search Committee  
Nigar Altindis was hired.
- 2022-2023 Member, Assistant Professor of SCTL Mathematics Search Committee  
Angel Figueroa-Rosado was hired.
- 2022-2023 Member, Full Professor of Elementary Mathematics Search Committee  
Susan Auslander was hired.
- 2022-2023 Member, Clinical Faculty Elementary Education. Kantrele King was hired.
- 2022-2023 Member, Clinical Faculty Elementary Education. Cortney Dilgard was hired.
- 2016-2023 Liaison and Report Writer for SCTL SACSCOC Yearly Reports (AIS)  
Each spring I request data reports for BS, ALTCERT, MA, and EdS programs.  
We receive the data in the fall for approximately 30 data points for each of the four  
programs. Together, five other senior SCTL faculty wrote two reports (BS and  
MA), and I write the remaining two reports myself.
- 2022 Author, AIS Report for SCTL Alternative Certification Master's (30 hours of work)
- 2022 Author, AIS Report for SCTL EdS (30 hours of work)
- 2022 Author, AIS Report for SCTL BS, Checkpoint 3 (12 hours of work)
- 2021-2022 Member, SCTL Social Studies Search Committee Member  
Tori Smith was hired. I was appointed to the committee as a Diversity Advocate for  
the College of Education.
- 2021 Author, AIS Report for SCTL BS, Checkpoint 3
- 2022 Author, AIS Report for SCTL Alternative Certification Masters (30 hours)
- 2022 Author, AIS Report for SCTL EdS (30 hours)
- 2019-2021 Member, Doctoral Program Visioning Committee  
Worked alongside committee chair Jon Shemwell and other committee members to  
create a conceptual framework for our doctoral programs. The resulting framework  
focused on four intellectual capacities: epistemic (warranting contributions within  
conceptual/theoretical frameworks), rhetorical (voicing contributions within the fields  
of curriculum and instruction), contextual (addressing diverse stakeholders and  
educational settings with contributions), and purposive (benefitting educational  
communities with contributions). This framework underwent several revisions based  
upon feedback from colleagues and was voted on and adopted in 2021.
- 2021 Author, AIS Alternative Certification Masters (30 hours)
- 2021 Author, AIS, SCTL EdS (30 hours)
- 2019-2021 Chair, Doctoral Program Procedural Committee  
Working with a group of junior and senior faculty, this committee produced  
advising tools for faculty mentoring doctoral students.
- 2020-2021 Organizer and Leader, SCTL Diversity Reading and Practice Group  
SCTL faculty voted to focus on improving our programs with more of an emphasis

on antiracist theory and practice. I lead the group in reading and responding *So You Want to Talk About Race?* by Oluo and *Souls of Black Folk* by Du Bois. Based upon these readings and others, we then created joint antiracist lessons to implement in our Methods Blocks courses.

- 2020 Author, AIS SCTL Alternative Certification Master's Report (30 hours)
- 2020 Author, AIS SCTL EdS Report (30 hours)
- 2019-2022 Co-Lead, NCTE SPA Report Writer  
Working with colleague Latrise Johnson, we planned, implemented, analyzed, and reported on preservice English teacher program completers for our first NCTE SPA submission due June 4, 2022. The hours dedicated to this endeavor for me alone was more than 250 across the three years (and counting). That is a solid 6 weeks of labor, mostly done on weekends and summers.
- 2011-2019 Author, AIS SCTL Report Writer, at least 2 reports per year (60 hours each year)
- 2016-2017 SPED Search Committee Member
- 2015-2016 SLAT Search Committee Member (Bedrettin Yazan was hired)
- 2014-15 Elementary Literacy Search Committee Member
- 2013 Special, temporary appointment as Departmental SACS Assessment Planner and Report Writer  
I was asked by the interim Department Chair, Vivian Wright, to design the program evaluation for all Curriculum and Instruction Programs, including initial licensure, MA, Ed.S., Ed.D., and Ph.D. I completed this work over three months in the summer in 2013 as a good departmental citizen.
- 2011-2012 Chair, Secondary ELA Search Committee (Latrie Johnson was hired)
- 2007-2017 Evaluator, Writing Samples for potential Teacher Education Program Candidates  
Approximately 10 hours per academic year.
- 2009 SACS Report Writer Section for online Master's in Literacy
- 2008-2009 Literacy Program Planning Committee
- 2007-2008 Literacy Web Creator
- 2006-2007 Literacy Graduate Program Coordinator, Cleveland State University
- 2005 Literacy Faculty Search Committee Co-Chair, Cleveland State University

### **Professional Memberships**

- American Educational Research Association (AERA), member since 2002
- Black Warrior Critical Literacy Council (BWCLC), member 2016-2019
- National Council of Researchers in Language and Literacy (NCRL), member since 2005
- National Council of Teachers of English (NCTE), member since 1999
- National Council of Teachers of English-Assembly for Research (NCTE-AR), member since 2007
- Literacy Research Association (LRA, formerly NRC), member since 2009