

Melissa Mosley Wetzel, Ph.D.
Curriculum Vitae

The University of Texas at Austin
Curriculum and Instruction
1 University Station
UTMailCode: D5700
Austin, TX 78712

mmwetzels@utexas.edu
phone 512.810.8250
fax 512.471.8460

DEGREES AND DATES AWARDED

Ph.D. in Education, Washington University in St. Louis, August 2007.
M.A. Elementary/Early Childhood Education, Washington University in St. Louis, 2000.
B.A. Educational Studies, Washington University in St. Louis, 1999.

PROFESSIONAL APPOINTMENTS

The University of Texas at Austin, Department of Curriculum and Instruction
Professor, 2020-present
Associate Chair, 2015-2020
Associate Professor, 2013-2020
Assistant Professor, 2007-2012
University of Missouri-St. Louis
Instructor, 2007
Washington University in St. Louis, Missouri
Research Assistant, Math Science Partnership, 2004-2007
Co-Instructor, 2004-2005
Hazelwood School District, Florissant, Missouri
Classroom teacher, Grade 2, 2000-2003

PUBLICATIONS

Articles in Peer-Refereed Journals

(*Co-authors who were in a student status at the time of submission)

Mosley Wetzel, M., Batista-Morales, N.*, & Steinitz, E.* (2021). Mentoring to transgress: Inspection, reciprocity and hope. *Pedagogies: An International Journal*.

Mosley Wetzel, M., Skerrett, A., Maloch, B., [...], Duffy, A. (2020). Resisting Positionings of Struggle in “Science of Teaching Reading” Discourse: Counterstories of Teachers and Teacher Educators in Texas. *Reading Research Quarterly*, 55(S1), S319-S330.

- Mosley Wetzel, M.,** Maloch, B. Hoffman, J.V. (2020). Design principles for coaching toward reflection and transformation in literacy preservice teacher education. *Literacy Research: Theory, Method and Practice*, 69(1), 248-265.
- Lammert, C., DeWalt, L, & **Mosley Wetzel, M.** (2020). “Becoming” A Mentor Between Reflective and Evaluative Discourses: A Case Study of Identity Development. *Teaching and Teacher Education*, 96.
- Mosley Wetzel, M. (2020). Disrupting race-evasive practices in literacy teacher education: Reflections on research, implications for policy. *Language Arts Journal*, 97(5), 306-316. [Acceptance rate: 10%]
- Mosley Wetzel, M.,** Vlach, S.K.*, Svrcek, N.S.*, Steinitz, E.*, Omogun, L.*, Salmeron, C.*, Batista-Morales, N.*, Taylor, L. & Villareal, D.* (2019). Preparing teachers with sociocultural knowledge in literacy: A literature review. *Journal of Literacy Research*, 51(2), 138-157. [H5-Index: 19; Impact Factor 1.710; Acceptance rate: 8%]
- Mosley Wetzel, M.,** Svrcek, N.S.*, Daly-Lesch, A.*, LeeKeenan, K.* (2019). Coaching through the hard parts: Addressing tensions in teaching with one preservice teacher learning to teach literacy in a fifth-grade classroom. *Teaching and Teacher Education*, 82, 43-54. [H5-Index: 57; Acceptance rate: 15%]
- Mosley Wetzel, M.,** Hoffman, J.V., Maloch, B., Vlach, S.K*, Taylor, L.*, Svrcek, N.S.*, ... Lavender, H.* (2018). Coaching elementary preservice teachers: Hybrid spaces for cooperating teachers and university field supervisors to collaborate. *International Journal of Mentoring and Coaching in Education*, 7(4), 357-372. [H5-Index: 12; Acceptance rate: 39%]
- Vlach, S.K.*, Taylor, L.A., **Mosley Wetzel, M.** (2018). Exploring This Whole Thing of Social Justice: Narrative as a Tool for Critical Sociocultural Knowledge Development in Teacher Education. *Pedagogies: An International Journal*, 14(1), 62-77. [H5-Index: 12; Acceptance rate: 11-20%.]
- Hendrix, A.* & **Mosley Wetzel, M.** (2018). A Review of Critical Literacies in Preservice Teacher Education: Pedagogies, Shifts, and Barriers. *Teaching Education*, 30(2), 200-216. [H-Index: 19]
- Taylor, L. A., Vlach, S. K.,* & **Mosley Wetzel, M.** (2018). Observing, resisting, and problem-posing language and power: Possibilities for small stories in inservice teacher education. *Linguistics and Education*, 46, 23-32. [H-Index: 22; Impact Factor .892; Acceptance rate: 18-25%]
- Mosley Wetzel, M.,** Hoffman, J.V., Roach, A.K., & Russell, K. (2018). Practical Knowledge and Teacher Reflection From a Practice-Based Literacy Teacher

- Education Program in the First Years: A Longitudinal Study. *Teacher Education Quarterly*, 45(1), 87-111. [H5-Index: 16; Acceptance rate: 12%]
- Mosley Wetzel, M.,** Taylor, L.* & Vlach, S.K.* (2017). Dialogue in the Support of Learning to Teach: A Case Study of a Mentor/Mentee Pair in Literacy Teacher Education Program. *Teaching Education*, 28(4), 406-420. [H5-Index: 19]
- Hoffman, J. V., **Mosley Wetzel, M.,** & DeJulio, S. (2018). Multiple Literacy Tutoring Experiences across a Teacher Preparation Program: How Can Practice in Hybrid Spaces Challenge the “Practice Makes Practice” Dilemma?. *Action in Teacher Education*, 40(1), 58-76. [H5-Index: 14; Acceptance rate: 15-20%]
- Hoffman, J.V. & **Mosley Wetzel, M.** (2017). The Practice Turn in Literacy Tutorial Studies: Exploring Some Design Principles for Tutoring in Preservice Teacher Preparation. *Reading & Writing Quarterly*, 33(4), 348-363. [H5-Index: 17; Acceptance rate: 15%]
- Mosley Wetzel, M.,** Maloch, B. & Hoffman, J.V. (2016). Retrospective Video Analysis: A Reflective Tool for Teachers and Teacher Educators. *The Reading Teacher*, 70(5), 533-542. [H5-Index: 30; Acceptance rate: 20%]
- Hoffman, J.V., **Mosley Wetzel, M.,** & Peterson, K.* (2016). Approximating Literacy Practices in Tutorials: What is Learned and What Matters for Teacher Preparation. *Literacy Research and Instruction*, 55(3), 183-208. [H Index: 17; Acceptance rate: 15-20%]
- Rogers, R., **Mosley Wetzel, M.,** & O’Daniels, K.* (2016). Learning to teach, learning to act: becoming a critical literacy teacher. *Pedagogies: An International Journal*, 11(4), 292-310. [H5-Index:10; Acceptance rate: 11-20%]
- Mosley Wetzel, M.,** L. Roser, N., Hoffman, J. V., Antonio Martínez, R., & Price-Dennis, D. (2016). “I Couldn’t Have Learned This Any Other Way”: Learning to Teach Literacy across Concurrent Practicum Experiences. *Action in Teacher Education*, 38(1), 70-85. [H5-Index: 12; Acceptance rate: 15-20%]
- Hoffman, J.V., **Mosley Wetzel, M.,** Maloch, B., Greeter, E.*, Taylor, L.*, DeJulio, S.* & Vlach, S.K.* (2015). What we can learn from studying the coaching interactions between cooperating teachers and preservice teachers around practice?: A literature review. *Teaching and Teacher Education*, 52, 99-112. [H5-Index: 58; Impact Factor 2.183; Acceptance rate: 13%]
- Mosley Wetzel, M.,** Maloch, B., Hoffman, J.V., Taylor, L.A.*, Vlach, S.K.*, & Greeter, E.* (2015). Developing Mentoring Practices Through Video-Focused Responsive Discourse Analysis. *Literacy Research: Theory, Method, and Practice*, 64(1), 359-378. [H5-Index: 9; Acceptance rate: 16-20%]

- Maloch, B., **Mosley Wetzel, M.**, Hoffman, J. V., Taylor, L.A.*, Adonyi Pruitt, A., Vlach, S.K.*, & Greeter, E. (2015). The Appropriation of the Coaching With CARE Model With Preservice Teachers The Role of Community. *Literacy Research: Theory, Method, and Practice*, 64(1), 339-358. [H5-Index: 9; Acceptance rate: 16-20%]
- Mosley Wetzel, M.** & Rogers, R. (2015). Constructing Racial Literacy through Critical Language Awareness. *Linguistics and Education*, 32(A), 27-40. [H-Index: 22; Impact Factor .892; Acceptance rate: 18-25%]
- Roser, N. L., **Mosley Wetzel, M.**, Martínez, R. A., & Price-Dennis, D. (2015). A Digital Tool Grows (and Keeps Growing) From the Work of a Community of Writers. *Reading & Writing Quarterly*, 31(2), 185-200. [H5-Index: 15; Impact Factor 1.061; Acceptance rate: 15%]
- Rogers, R. & **Mosley Wetzel, M.** (2014) Critical Discourse Analysis: A responsive tool for teacher researchers. *63rd Yearbook of the Literacy Research Association*. [H-Index: 25; Acceptance rate: 16-20%.]
- Hoffman, J.V., **Mosley Wetzel, M.**, Maloch, B., Taylor, L.*, Adonyi Pruitt, A.*, Greeter, E.* & Vlach, S.K.* (2014). Cooperating teachers coaching preservice teachers around literacy practices: A design/development study of coaching with CARE. *63rd Yearbook of the Literacy Research Association*, 199–215. [H-Index: 25; Acceptance rate: 16-20%]
- Hoffman, J.V., Maloch, B., **Mosley Wetzel, M.**, Taylor, L.*, Adonyi Pruitt, A.*, Greeter, E.* & Vlach, S.K.* (2014). Coaching with CARE in a preservice literacy teacher education program: A design/development study. *Exploring the world of literacy: The thirty-sixth yearbook: A doubled peer-reviewed publication of the Association of Literacy Educators and Researchers*, 119-129.
- Roser, N.L., Hoffman, J.V., **Mosley Wetzel, M.**, Price-Dennis, D., Peterson, K.E., Chamberlain, K. (2014). Pull Up A Chair and Listen to Them Write: Preservice Teachers Learn From Beginning Writers. *Journal of Early Childhood Teacher Education*, 35(2), 150-167. [H5-Index: 15; Acceptance rate: 21-30%]
- Rogers, R. & **Mosley Wetzel, M.** (2013). Studying agency in teacher education: A layered approach to positive discourse analysis. *Critical Inquiry in Language Studies*, 10(1), 62-92. [H-Index: 10; Acceptance rate: 11-20%]
- Mosley Wetzel, M.**, Peterson, K.*, Weber, N.*, & Steinbach, E.* (2013). Public voices: Critical literacy and newspaper writing in a fourth grade classroom. *Critical Literacy: Theories and Practices*, 7(1), 33-47.

- Labadie, M., **Mosley Wetzel, M.** & Rogers, R. (2013). Opening spaces for critical literacy: Teachers introducing books to young readers. *The Reading Teacher*, 66(2), 117-127. [H5-Index: 30; Impact Factor 1.710; Acceptance rate: 20%]
- Mosley Wetzel, M.**, Martinez, R., Zoch, M., Chamberlain, K., & Laudeneimer, K. (2012). Becoming responsive literacy teachers in an adult literacy tutoring practicum. *The 61st Yearbook of the Literacy Research Association (formerly the National Reading Conference)*, 163-179. [Official journal of the Literacy Research Association; H-Index: 25; Acceptance rate: 16-20%]
- Mosley, M.** & Zoch, M. (2012). Tools that come from within: Learning to teach in a cross-cultural adult literacy practicum. *Teaching and Teacher Education*, 28(1), 66-77. [H5-Index: 58; H-Index: 104; Journal Impact Factor: 1.322; Acceptance rate: 20%]
- Mosley, M.** & Rogers, R. (2011). Inhabiting the “tragic gap”: Preservice literacy teachers constructing anti-racist identities. *Teaching Education*, 22(3), 303-324. [H5-Index 17; Acceptance rate: 20%]
- Johnson, A.S. & **Mosley, M.** (2011). Us & them? Entering a three-dimensional narrative inquiry space with white preservice teachers for racial literacy. *Race, Ethnicity and Education*, 15(3), 311-330. [H5-Index: 28; H-Index: 41; Impact Factor: 0.533; Acceptance rate: 20%]
- Rogers, R. & **Mosley, M.** (2010). Read alouds as spaces for the deliberation of public sphere issues. *National Reading Conference Yearbook*, 59, 102-116. [H-index: 25; Acceptance rate: 16-20%]
- Mosley, M.** (2010). Becoming a literacy teacher: Approximations in critical literacy teaching. *Teaching Education*, 21(4), 403-426. [H5-Index: 17; Acceptance rate: 20%]
- Mosley, M.** (2010). "That really hit me hard": Moving beyond passive anti-racism to engage with critical race literacy pedagogy. *Race Ethnicity and Education*, 13(4), 449-471. [Paper listed as one “most accessed” on journal homepage, 12/10/11; H-Index: 26; Acceptance rate: 20%]
- Rogers, R., **Mosley, M.**, & Folkes, A. (2009). Standing up to neoliberalism through critical literacy education. Special Issue on Equity, Identity, and Literacy. *Language Arts*, 87(2), 127-138. [H-Index: 48; Acceptance rate: 11%]
- Hall, L.A., Johnson, A., Juzwik, M.M., Wortham, S., & **Mosley, M.** (2009). Literacy and the social functions of language: Three explorations into identity development in adolescent and adult literacy. *Teaching and Teacher Education*, 26, 234-243. [H-Index: 84; Acceptance rate: 20%]

Rogers, R. & **Mosley, M.** (2009). Alfabetización racial en una clase de segundo grado: Teoría crítica de la raza, Estudios de la Blancura, e Investigación de la Alfabetización. *Discurso & Sociedad*, 33(3). [Spanish translation of the following article accepted into International Journal in Spanish. Rogers, R. & Mosley, M. (2006). Racial literacy in a second-grade classroom: Critical race theory, whiteness studies, and literacy research. *Reading Research Quarterly*, 41(4), 462-495. [Impact Factor/Acceptance rate: unknown]

Rogers, R. & **Mosley, M.** (2008). A critical discourse analysis of racial literacy in teacher education. *Linguistics and Education*, 19, 107-131. [H-Index: 38; Acceptance rate: <30%]

Mosley, M. & Johnson, A.S. (2007). Examining literacy teaching stories for racial positioning: Pursuing multimodal approaches. *The Yearbook of the National Reading Conference*, 56, 332-334. [Official journal of the National Reading Conference; H-Index: 25; Acceptance rate: 16-20%]

Rogers, R. & **Mosley, M.** (2006). Racial literacy in a second-grade classroom: Critical race theory, whiteness studies, and literacy research. *Reading Research Quarterly*, 41(4), 462-495. [Impact Factor: 2.697; H-Index 123; Acceptance rate: 10%]

Rogers, R., Malancharuvil-Berkes, E., **Mosley, M.**, Hui, D., and Joseph, G.O. (2005). Critical discourse analysis in education: A review of the literature. *Review of Educational Research*, 75(3), 365-416. [H-Factor: 165; Impact Factor in 2007: 2.600; Acceptance rate: 6-10%]

Rogers, R., Kramer, M.A., & Mosley, M. (2005). Becoming socially just across the lifespan: A portrait of the Literacy for Social Justice Teacher Research Group. *The Missouri Reader*, 29(3), 76-87.

Rogers, R., Kramer, M.A., **Mosley, M.**, Fuller, C., Light, R., Nehart, M., Jones, R., Beaman-Jones, S., DePasquale, J., Hobson, S. & Thomas, P. (2005). The long haul: Professional development as social change. *Language Arts*, 82(5), 347-358. [H-Factor: 48; Acceptance rate: 11%]

In Preparation/Under Review

Mosley Wetzel, M., Daly-Lesch, A.*, LeeKeenan, K.* & Svrcek, N.S.* “A lot of critical race wonderings”: Practicing racial literacy in mentoring preservice teachers. submitted to *Journal of Literacy Research*.

Mosley Wetzel, M., Vetter, A., Burke, A., Zoch, M. Stevens, E., and Tenore, B. Exploring methods of discourse analysis in literacy teacher education research. *Invited book submission for M. Hikida, Ed. Languaging Teacher Education*.

Mosley Wetzel, M., Taylor, L.* & Vlach, S.K.*. Exploring critical moments in classroom discourse: A case study of a literacy teacher's coaching practices.

Mosley Wetzel, M., Vetter, A., Burke, A., Zoch, M. Stevens, E., and Tenore, B. Exploring methods of discourse analysis in literacy teacher education research. *Invited book submission for M. Hikida, Ed. Languaging Teacher Education.*

Mosley Wetzel, M., Omogun, L*., Svrcek, N.S.*, & Vlach, S.K.* "Stepping into this space, he knew he was going to be respected": Preservice teachers' use of funds of knowledge in a literacy practicum.

Books

Mosley Wetzel, M., Hoffman, J.V. & Maloch, B. (2017). *Coaching with CARE: A Model of Reflective Teacher Development.* New York: Routledge.

Rogers, R. & **Mosley Wetzel, M.** (2013). *Designing Critical Literacy Education through Critical Discourse Analysis: Pedagogical and Research Tools for Teacher-Researchers.* New York: Routledge.

Rogers, R., **Mosley, M.,** Kramer, M. A. & The Literacy for Social Justice Teacher Research Group. (2009). *Designing Socially Just Learning Communities: Critical Literacy Education Across the Lifespan.* New York: Routledge. 229 pp.

Invited Handbook Chapter

Mosley, M., Cary, L.J., & Zoch, M. (2010). Becoming culturally responsive: A review of learning in field experiences for prospective literacy educators. In D. Wyse, R. Andrews, and J. Hoffman (Eds.) *The International Handbook of English, Language and Literacy Teaching.* London: Routledge.

Book Chapters

Mosley Wetzel, M., Hoffman, J.V., & Maloch, B. (2016). A video-based mentoring tool for cooperating teachers working with preservice programs: Supporting reflection around literacy practice. In E. Ortlieb, L. Shanahan, & M. McVee (Eds.) *Video as a Tool for Reflection in Literacy Education and Research, 81-110.* Castle Hill, NSW: Emerald Press.
<http://www.emeraldinsight.com/doi/book/10.1108/S2048-045820155>

Peterson, K.E. & **Mosley Wetzel, M.** (2015). "It's our writing, we decide it.": Voice, Tensions, and Power in a Critical Literacy Workshop. In B. Yoon, B. & R. Sharif (Eds.) *Critical Literacy Practice—Applications of Critical Theory in Practice,* 57-75. New York: Springer.

- Mosley, M.,** Hoffman, J.V., Roach, A. K. & Russell, K. (2010). The nature of reflection: Experience, reflection and action in a preservice teacher literacy practicum. In Pultorak, E.G. (Ed.) *The Purposes, Practices, and Professionalism of Teacher Reflectivity: Insights for 21st century teachers and students*, 431-437. Landham, MD: Rowman & Littlefield.
- Hoffman, J.V. & **Mosley, M.** (2010). The practical and political dimensions of teacher knowledge: Implications for reading teacher preparation and research on teaching. In K. Hall, U. Goswami, C. Harrison, S. Ellis and J. Soler (Eds.) *Interdisciplinary Perspectives on Learning to Read: Culture, Cognition and Pedagogy*, 233-247. London: Routledge.
- Hoffman, J.V., **Mosley, M.**, Horan, D., Russell, K., Warren, H.K., & Roach, A.K. (2009). STELLAR tutoring in preservice teacher preparation: Exploring video-case support for learning to teach. J. Richards and C. Lasonde (Eds.) *Literacy Tutoring that Works: A Look at Successful In-School, After-School, and Summer Programs*, 5-20. Newark, DE: International Reading Association.
- Mosley, M.** & Rogers, R. (2009). Posing, enacting, and solving local problems in a second grade classroom: Critical literacy and multimodality in action. In C. Compton-Lilly (Ed.) *Sociocultural considerations for educators*, 92-108. Newark, DE: International Reading Association.
- Mosley, M.** (2009). Talking about war in a second grade classroom. In R. Rogers, M. Mosley, M.A. Kramer & The Literacy for Social Justice Teacher Research Group, *Designing Socially Just Learning Communities: Critical Literacy Education Across the Lifespan*, 43-54. New York: Routledge.
- Mosley, M.** and Finders, M.J. (2009). Shared leadership, adolescent literacies, and social justice education in the “third space.” In R. Rogers, M. Mosley, M.A. Kramer & The Literacy for Social Justice Teacher Research Group, *Designing Socially Just Learning Communities: Critical Literacy Education Across the Lifespan*, 101-112. New York: Routledge.
- Rogers, R. & **Mosley, M.** (2004). Peer learning in a white working class classroom. In E. Gregory, S. Long, & D. Volk (Eds.) *Many pathways to literacy: Learning with siblings, peers, grandparents, and in community settings*, 142-153. London: RoutledgeFalmer.

Book Review

- Rogers, R. & **Mosley, M.** (2003). Review of Hicks, Deborah Reading lives: Working-class children and literacy learning. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 8(1), 73-79.

Other Publications

Mosley Wetzel, M., Svrcek, N.S.*, Holyoke, E.* ... Batista-Morales, N.* CITE-ITEL Synthesis: Preparing teachers of literacy through course experiences for culturally sustaining practices: A literature review.

Mosley, M. (2007). Anti-racist teaching. In G. L. Anderson and K. Herr (Eds.) *Encyclopedia of activism and social justice, V. 1*, 172-175. Thousand Oaks, CA: Sage Publications.

Mosley, M. (2007). Highlander Center. In G. L. Anderson and K. Herr (Eds.) *Encyclopedia of activism and social justice, V. 2*, 680-682. Thousand Oaks, CA: Sage Publications.

Mosley, M. (2007). Myles Horton. In G. L. Anderson and K. Herr (Eds.) *Encyclopedia of activism and social justice V. 2*, 709-711. Thousand Oaks, CA: Sage Publications.

Mosley, M. and Tucker-Raymond, E. (2007). Critical literacy. In G. L. Anderson and K. Herr (Eds.) *Encyclopedia of activism and social justice, V. 1*, 172-175. Thousand Oaks, CA: Sage Publications.

INVITED SCHOLARLY PRESENTATIONS

Huie, C. & **Mosley Wetzel, M.** (2020). *Raising Texas Teachers NIC: A Long and Winding Road*. Carnegie Foundation Summit on Improvement in Education (Virtual Conference).

Mosley Wetzel, M. & Hendrix, A. (2018). *Critical Literacies in Preservice Teacher Education*. **Invited presentation** at the Culturally Relevant Pedagogies Study Group at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Mosley Wetzel, M., Svrcek, N., Vlach, S., Salmeron, C., Omogun, L., Steinitz, E. & Batista-Morales, N. (2017). *Sociocultural Influences and Understandings*. Paper presentation in **Area 1 invited session**, entitled Research in Literacy Preservice Teacher Education: Literature Syntheses. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Mosley Wetzel, M. (2017). New Spaces for Literacy Teacher Preparation: University Supervisors, Cooperating Teachers and Preservice Teachers Addressing Critical Issues Using Reflective Coaching. **Invited presentation** at The Ohio State University College of Education, Columbus, OH.

Mosley Wetzel, M. (2017). Ignite Talk. **Invited presentation** at The Critical Discourse Analysis Conference, Indiana University, Bloomington, IN.

Hoffman, J.V. & **Mosley Wetzel, M.** (2014) Theoretical and practical perspectives on the use of reading tutorials in preservice teacher education. **Invited presentation** for the Reading SIG. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Mosley Wetzel, M. & Rogers, R. (2013). Critical Literacy Through Critical Approaches to Discourse Analysis in Teacher Education. **Invited presentation** at the annual meeting of the Literacy Research Association, Dallas, TX.

Mosley, M. (2007). Addressing local and global issues in education: Teachers working together for change. **Invited keynote** at the 5th Annual Educational Leadership Conference, University of Wisconsin-La Crosse.

SCHOLARLY PRESENTATIONS (All Competitively Selected)

Holyoke, E., Mosley Wetzel M., Dunham, H., Alexander, K. Collins, C. (2020). Creating Networks of Support for Teacher Candidates Through Coaching: A Design-Development Study. (AERA Annual Conference, April, 2021)

Mosley Wetzel, M., Skerrett, A., Maloch, B., Flores, T., et al (2020) “The One and Only Science of Teaching Reading”: Questioning a Single Narrative’s Role in Literacy Policy and Practice. Annual Conference of the Literacy Research Association. Virtual.

Maloch, B. **Mosley Wetzel, M.**, Krafka, C., et al. (2020) Symposium on Coaching from the Outside: Perspectives on University-Based Literacy Coaching. Literacy Research Association’s 70th Virtual Annual Conference.

Nash, B., **Mosley Wetzel, M.**, Dunham, H., Murdter-Atkinson, J. (2020). Title. Paper presented at Literacy Research Association (LRA) (Virtual Conference)

Mosley Wetzel, M., Holyoke, E., Dunham, H. (2020). “This Is What Well-Intended Racism Looks Like in the 21st Century”: Learning to Teach Literacy by Analyzing and Acting on Critical Local Education Issues. National Council of Teachers of English, Virtual Conference.

Nash, B., **Mosley Wetzel, M.**, Dunham, H., Murdter-Atkinson, J. (2020). Title. Paper presented at NCTE-Assembly for Research (NCTEAR), Nashville, TN.

Mosley Wetzel, M., Maloch, B., Brower, S.R., Culpepper, S., Cuevas, M., Garcia, C., et al (2020). Preparing All Teacher Candidates to Enact Transformative Teaching Within Clinical Field Experiences: A Design-Development Study (paper session).

- American Educational Research Association Annual Meeting (Conference cancelled).
- Mosley Wetzel, M.,** Hoffman, J.V., Maloch, B. (2019). Design Principles for Coaching: A Longitudinal Study of Reflective Mentoring in Preservice Teacher Education. Paper presented at the *Literacy Research Association*.
- Mosley Wetzel, M.,** Batista-Morales, N., & Steinitz, E. (2018). *Love, Activism and Hope in Teacher Education: Coaching to Transgress*. Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.
- Mosley Wetzel, M.,** Svrcek, N., Omogun, L., & Vlach, S.K. (2018). *From Sticking to the Script to Responsive Teaching: A Qualitative Study of Preservice Teachers' Literacy Tutorials*. Roundtable paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.
- Mosley Wetzel, M.,** Svrcek, N., Vlach, S., Salmeron, C., Steinitz, E. & Batista-Morales, N. (2018). *Course Experiences*. Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.
- Taylor, L.A. & **Mosley Wetzel, M.** (2017). *Enacting Literacy, Enacting Race: Considering Identity Construction Through the Lenses of Race and Language*. Paper presentation in Symposium entitled Epistemological Considerations For Making Visible The Critical Tensions And Silences In Discourse at the annual meeting of the Literacy Research Association, Tampa, FL.
- DeWalt, L., Lammert, C., & **Wetzel, M.** (2017). "*Susan Gets It*": A Case Study Of A Mentor Teacher's Identity Development. Paper presented in symposium entitled Identity, Agency and the Pursuit of Relevance in Teacher Development and Student Learning at the annual meeting of the Literacy Research Association, Tampa, FL.
- Mosley Wetzel, M.** & Taylor, L.* (2017). *Enacting Literacy, Enacting Race: A Discourse Analysis of Identity Construction Through the Lens of Race and Language*. Working Group Presentation at The Critical Discourse Analysis Conference, Indiana University, Bloomington, IN.
- Vlach, S.K.*, Taylor, L.A.*, & **Mosley Wetzel, M.** (2017). "I've Always Wanted to Talk About This Stuff": Connecting Critical Theory and Classroom Practice. Paper presented at the Annual Meeting of The American Educational Research Association, San Antonio, TX.
- Hoffman, J., **Mosley Wetzel, M.,** Land, C., LeeKeenan, K., Lammert, C., & Salmeron, C. (2017). Literacy Coaching and Teacher Leadership: Promoting Expansive Learning in a Community of Practice. Paper presented at the Annual Meeting of

The American Educational Research Association, San Antonio, TX.

Maloch, B., Bomer, R., **Mosley Wetzel, M.**, Roser, N., ...Svrcek, N.S. Hoffman, J.V. (2016). *Preservice teacher education in literacy: A web-based, interactive literature review*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Mosley Wetzel, M., Hoffman, J., Maloch, B. DeJulio, S., Lammert, C., ... & Svrcek, N.S. (2016). *Literacy coaching and teacher leadership: Promoting expansive learning in a community of practice through CARE*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Mosley Wetzel, M., Maloch, B., Hoffman, J., Svrcek, N. S., Daly, A., LeeKeenan, K. (2016). *Integrating reflecting for practice into collaborative coaching in preservice teacher education*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Taylor, L.T.*, Vlach, S.K.* & **Mosley Wetzel, M.** (2016). "How Do We Find That Balance?": A Case Study of Sociocultural Knowledge Development in Inservice Teacher Education. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Mosley Wetzel, M., Maloch, B., Hoffman, J.V., Vlach, S.K.*, Taylor, L.*, DeJulio, S., Svrcek, N., Lavender, H., Martinez, A., Daly-Lesch, A., & LeeKeenan, K. (2016). *Collaborative Coaching of Preservice Teachers: Bridging University and Practicum in Teacher Education*. Paper presented at the Annual Meeting of The American Educational Research Association, Washington D.C.

Hoffman, J.V., **Mosley Wetzel, M.**, Maloch, B., Vlach, S.K., Taylor, L.*, DeJulio, S., Svrcek, N., Martinez, A., & Lavender, H. (2015). Collaborative Coaching Around Literacy Practices: University Supervisors and Cooperating Teachers Working Together. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.

Mosley Wetzel, M., Maloch, B., Hoffman, J.V., Taylor, L.*, Vlach, S.K.*, Greeter, E., DeJulio, S. (2015). Exploring Video as a Mentoring Tool in the Preparation of Pre-Service Teachers: A Design/ Development Study. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.

Hoffman, J.V., **Mosley Wetzel, M.**, DeJulio, S. (2015) Literacy Tutoring Experiences in Preservice Teacher Education: How Do Multiple Literacy Tutoring Experiences Across a Program Contribute to Growth? Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.

Mosley Wetzel, M., Maloch, B., Hoffman, J.V., Taylor, L.*, Greeter, E., & Vlach, S.K.*

- (2015). *Learning and Reflecting Together: Preparing Preservice and Mentor Teachers for Critical Reflective Mentoring*. American Educational Research Association, Chicago, IL.
- Mosley Wetzel, M. & Taylor, L.*** (2014). *The Role of Video in the CARE Model: From Video Case Analysis to Retrospective Coaching Analysis (RCA)*. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Mosley Wetzel, M. Maloch, B., Hoffman, J., Taylor, L.*, Greeter, S.*, & Vlach, S.K.*** (2014). *Retrospective Miscue Analysis of Reflective Mentoring*. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Mosley Wetzel, M. Hoffman, J., Maloch, B., Greeter, E.*, Vlach, S.* & Taylor, L.*** (2014). *Teacher Mentoring, Discourse, and Learning to Teach Literacy: A Collaboration between Cooperating Teachers, Preservice Teachers, and Teacher Educators*. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Mosley Wetzel, M., Maloch, B., Hoffman, J.V., Taylor, L.*, Greeter, E., Adonyi Pruitt, A., & Vlach, S.K.** (2014) *The Role of Dialogue in Teacher Mentoring and the Development of Preservice Teachers*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Mosley Wetzel, M. & Ballast, K.** (2013). *The Participation of Adult Learners in a Preservice Literacy Teaching/Community*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Hoffman, J.V., Maloch, B., **Mosley Wetzel, M.,** Taylor, L.*, Greeter, E.*, Adonyi Pruitt, A.,* & Vlach, S.K.* (2013). *Co-Constructing Thoughtfully Adaptive Literacy Practices with Preservice and Inservice Teachers in an Evolving Teacher Education Program: A Focus on Coaching*. Roundtable presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Roser, N.L., **Mosley Wetzel, M.,** Martínez, R.A., & Price-Dennis, D. (2013). *A Digital Tool Grows (And Keeps Growing) from the Work of a Community of Writers*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Roser, N.L., **Mosley Wetzel, M.,** Martínez, R.A., & Price-Dennis, D. (2013). *Teaching New Authors: Learning to Identify and Draw on the Strengths in Children's Writing*. Roundtable presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Hoffman, J.V., Maloch, B., **Mosley Wetzel, M.,** Taylor, L.*, Greeter, E.*, Adonyi Pruitt, A.* & Vlach, S.K.* (2013) *Coaching and Mentoring of Preservice Teachers: A*

- Development/Design Experiment*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Dallas, TX.
- Mosley Wetzel, M.** Vetter, A. & Mallozzi, C. (2013). Approaches to discourse analysis. Study group presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Mosley Wetzel, M.** & Ballast, K. (2013). Personal Experience Narratives and the Development of Critical Literacies in Preservice Teachers. Paper presented at the Annual Meeting of the National Council of Teachers of English Assembly for Research, Columbus, OH.
- Justice, J.E., Vetter, A., Mallozzi, C. & **Mosley Wetzel, M.** (2009). Approaches to discourse analysis. Study group led at the National Reading Conference, San Diego, CA.
- Labadie, M., Rogers, R., & **Mosley, M.** (2012). Opening spaces for critical literacy through book introductions. Paper presented at the Literacy Research Association (formerly National Reading Conference), Jacksonville, FL.
- Mosley, M.**, Hoffman, J.V., Roach, A., & Russell, K. (2012). Symposium: Literacy teacher preparation: The long and short of it. Paper presented at the Literacy Research Association (formerly National Reading Conference), Jacksonville, FL.
- Mosley, M.**, Martinez, R., Zoch, M. & Chamberlain, K. (2012). Becoming responsive literacy teachers in an adult literacy tutoring practicum. Paper presented at the Literacy Research Association (formerly National Reading Conference), Jacksonville, FL.
- Rogers, R. & **Mosley, M.** (2012). Studying teacher education using four approaches to discourse analysis: Critical literacy, inquiry, and teacher research. Paper presented at the Literacy Research Association (formerly National Reading Conference), Jacksonville, FL.
- Roser, N., Price-Dennis, D., **Mosley, M.**, Hoffman, J.V., Martinez, R., Chamberlain, K., Peterson, K., Zoch, M., & Laudeneimer, K. (2011). Teaching to learn from new writers. Workshop presented at the International Reading Association Pre-Conference: *Teaching Early Learners: Remixing Literacy, Technology, and Motivation*.
- Mosley, M.**, Peterson, K., Weber, N. & Solis, N. (2011). Build with what they have: Constructing new spaces for writing in a fourth grade classroom. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

- Mosley, M.** & Price-Dennis, D. (2011). Using cases from teachers' own classrooms toward equitable practices in literacy. Paper presented in Working Group Roundtable: *New Perspectives, New Reflections: An International Dialogue on the Use of Video in Teacher Education*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Mosley, M.,** Peterson, K., & Solis, N. (2010). Exploring language and culture in a reader and writer's workshop. Paper presented at the Literacy Research Association (formerly National Reading Conference), Fort Worth, TX.
- Mosley, M.,** Vetter, A., Burke, A., Stevens, E.Y., Tenore, B., & Zoch, A. (2010). Alternative Format: Exploring methods of discourse analysis in literacy research. Paper presented at the Literacy Research Association (formerly National Reading Conference), Fort Worth, TX.
- Hoffman, J.V., **Mosley, M.,** Roser, N., Price-Dennis, D., Martinez, R., Zoch, M., Chamberlain, K., Peterson, K., & Laudeneimer, K. (2010). Cross-generational, correlated tutoring experiences in preservice teacher preparation. Paper presented in the Symposium, Bridging the Field-Coursework Divide in Teacher Education: An Examination of "Third Spaces" at the Literacy Research Association (formerly National Reading Conference), Fort Worth, TX.
- Hoffman, J.V., **Mosley, M.,** Roach, A., Russell, K., Zoch, M. (2010). From university coursework to practicum to teaching: Applying literacy pedagogy in the elementary classroom. Poster Session at the International Reading Association, Chicago, IL.
- Mosley, M.,** Price-Dennis, D., Zoch, M. and the Austin Social Justice Teacher Inquiry Group. (2010). Culturally relevant texts as invitations to language and literacy: Engaging students with racism, community, and local issues. Paper presented at the Texas National Association for Multicultural Education Conference, The University of North Texas, Denton, TX.
- Mosley, M.** & Zoch, M. (2009). A cross-cultural literacy practicum experience in a literacy teacher education course. Paper presented at the National Reading Conference, Albuquerque, NM.
- Rogers, R. & **Mosley, M.** (2009). Reading aloud: The rhetorics of building public participation. Paper presented at the National Reading Conference, Albuquerque, NM.
- Mosley, M.,** Hoffman, J.V., Roach, A., Russell, K., and Zoch, M. (2009). Learning to teach literacy across three practicum settings: A longitudinal study of the developing knowledge, dispositions, & practices in a field-based teacher

- education program. Paper presented at the National Reading Conference, Albuquerque, NM.
- Mallozzi, C. & **Mosley, M.** (2009). Approaches to discourse analysis. Study group led at the National Reading Conference, Albuquerque, NM.
- Mosley, M.** and the Austin Social Justice Teacher Inquiry Group (2009). BorderLands/La Frontera literature study: Engaging K-12 students with racism, community, and local issues. Workshop presented at the *Free Minds, Free People* conference, Houston, TX.
- May, L., Vetter, A., & **Mosley, M.** (2009). Improvisation in teaching: Exploring the practice and preparation of socially responsible teachers. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Mosley, M.**, Hoffman, J.V., Roach, A., and Russell, K. (2009). Understanding the design of preservice teachers' practices within a dialogic environment. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Pole, K., Rogers, R., **Mosley, M.**, Hobson, S., & Light, R. (2009). *Designing Socially Just Learning Communities: Teacher Inquiry and Action Research*. Book presented at the Penn Ethnography Conference, Philadelphia, PA.
- Mosley, M.** & Zoch, M. (2009). A cross-cultural literacy practicum experience in a literacy teacher education course: Two case studies of teacher learning. Paper presented at the Association of Teacher Educators Annual Meeting, Dallas, TX.
- Mosley, M.** (2008). A microanalysis of design: Preservice teachers' literacy teaching practices. Paper presented at the 58th annual meeting of the National Reading Conference, Orlando, FL.
- Mosley, M.** & Mallozzi, C. (2008). Approaches to discourse analysis. Study group led at the 58th annual meeting of the National Reading Conference, Orlando, FL.
- Mosley, M. (2008). Examining the affordances of mediated discourse analysis for literacy research. Paper presented at the National Reading Conference, Orlando, FL.
- Hoffman, J.V., **Mosley, M.**, Horan, D., Russell, K., Warren, H.K., & Roach, A.K. (2008). STELLAR literacy teacher preparation: The use of video cases to support preservice teacher learning in tutorial settings . Paper presented at the National Reading Conference, Orlando, FL.

- Hoffman, J.V., **Mosley, M.**, Horan, D., Russell, K., Warren, H.K., & Roach, A.K. (2008). STELLAR Tutoring: The influence of online video case study on the practice of preservice teachers in a field-based tutorial setting. Poster session at the annual meeting of the International Reading Association, Atlanta, GA.
- Mosley, M.** & Rogers, R. (2008). Inhabiting the “tragic gap” of race relations in the U.S.: Preservice teachers struggling with racism and anti-racism in book club discussions. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Mosley, M. (2007). Participatory research, representation, and design in a study of preservice teachers of literacy. Paper presented at the National Reading Conference, Austin, Texas.
- Mosley, M. (2007). Approaches to critical discourse analysis. Study group led at the National Reading Conference, Austin, Texas.
- Rogers, R. & **Mosley, M.** (2007). A critical discourse analysis of racial Literacy in teacher education. Paper presented at the 57th annual meeting of the National Reading Conference, Austin, Texas.
- Mosley, M. (2007). Discovering the connections between anti-racist teaching and literacy: A case study of preservice teacher learning. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Mosley, M. (2007). Layering image, narrative text, and reflection: A portrait of developing teacher identity. Roundtable presented at the National Council of Teachers of English Assembly for Research Mid-Winter Conference, Nashville, TN.
- Mosley, M.** & Rogers, R. (2007). A critical multimodal analysis of racial literacy in teacher education: “I don’t like to read books where nothing happens.” Roundtable presented at the National Council of Teachers of English Assembly for Research Mid-Winter Conference, Nashville, TN.
- Johnson, A.S. & **Mosley, M.** (2006). Examining teachers’ literacy stories: Pursuing critical narrative and multimodal approaches. Paper presented at the National Reading Conference, Los Angeles, CA.
- Mosley, M. (2006). Popular education and the Highlander School: Implications for adult educators. Workshop presented at the ABC’s of Literacy: Acting for a Better Community, Webster University, St. Louis, MO.

Mosley, M. (2006). Learning to teach literacy in a teacher education program: A critical, ethnographic, longitudinal study. Paper presented at the Qualitative Research Conference, University of Missouri, St. Louis, MO.

Mosley, M. (2006). Studying new teacher induction and teacher learning: What methodologies will answer our critical and timely questions? Paper presented at the University of Pennsylvania 27th Annual Ethnography in Education Research Forum, Philadelphia, PA.

Mosley, M. (2005). The agency of teacher education students in an anti-racist literacy program. Paper presented at the National Reading Conference, Miami, FL.

Rogers, R. & **Mosley, M.** (2004). "If I were white and I am": Guiding the reading of race in a second grade classroom. Paper presented the National Reading Conference, San Antonio, TX.

Mosley, M. (2004). A critical discourse analysis of critical book clubs in a second grade classroom. Paper presented at the First Annual Critical Discourse in Education Conference, Bloomington, IN.

Rogers, R. & **Mosley, M.** (2004). Learning to be just: Interactions of white, working class peers. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

LOCAL PRESENTATIONS

Mosley Wetzel, M. (2018) Coaching with CARE: Using Video in Literacy Coaching. Workshop presented to literacy leaders in Manor Independent School District, Manor, TX.

Mosley, M. and the Austin Social Justice Teacher Inquiry Group (2009). BorderLands/La Frontera Literature Study: Engaging K-12 students with Racism, Community, and Local Issues. Workshop presented at the *Pflugerville Diversity Conference*, Pflugerville, TX.

Mosley, M. (2008) Exploring the Literacy Practices of Families and Communities to Inform Literacy Teaching in K-12 Settings. Presentation at the Educating for Change Curriculum Fair, St. Louis, Missouri.

ADMINISTRATIVE AND COMMUNITY SERVICE

State-Level Leadership

Raise Your Hand Texas, Raising Texas Teachers, 2018-present

The University of Texas at Austin

Member, Experiential Learning Task Force, May-August, 2020
Mentor, Bridging Disciplines Programs (Children & Society Connecting Experience), Summer 2019
Critical Literacy Conference Organizer in Collaboration with Hemispheres/LLILAS, Spring 2018
Reader, Plan II Thesis Program, 2018
Member, University Graduate Teaching Award Committee, 2014-2017
New Instructional Methods Committee of the Curriculum Working Group (Established to guide formation of the proposed medical school under the University of Texas at Austin), Spring 2013

College of Education

Member, College Advisory Committee for Tenure and Promotion, 2020
Director, Raise Your Hand Texas, Raising Texas Teachers Initiative, 2018-present
Member, College Advisory Committee, 2020-2021
Member, COE Fall 2020 Planning Committee, May-August, 2020
Member, Committee to Review Faculty Support, 2019-present
Member, Induction Support Working Group, 2019-present
Educator Preparation Program Advisory Committee for the UT College of Education, 2017-2019
Chair, AISD-UT Collaborative Committee, 2020-present
Member, ALD Standing Committee, 2012-2016, 2019-present
Member, ALD Ad-Hoc Committee for ALD SACS Revisions, 2019-2020
Participant, Dr. K. Brown's Provost Teaching Fellow Project focused on curricular change, 2017-2018
Member, AISD-UT Collaborative Committee, 2016-present
Faculty Sponsor, Consortium for Research in Teacher Education, 2008-2016
Center for STEM Education Internal Advisory Board, 2016-present
Teacher Education Committee, 2016-present
 Chair, Curriculum Change Working Group for Two Instructor Groups, 2019 (Spring)
 Chair, Cross-Cutting Themes Sub-Committee, 2018-2019
 Member, Technology Sub-Committee, 2018 (Spring)
 Member, Cross-Cutting Themes Sub-Committee, 2018 (Spring)
Member, Technology Working Group, 2016-present
Member, University Teaching Video Committee, 2015
Presenter, Graduate Student Job Search Session, 2015
Chair, ALD Ad-Hoc Committee for ALD SACS Revisions, 2014-2016
iPad Initiative Group, 2011-2013

Department of Curriculum & Instruction

Associate Chair, Department of Curriculum & Instruction, Fall 2015-present (no financial compensation), including the following responsibilities:
 Chair, Dean's Fellowship Committee

Chair, Teaching Awards Committee
Chair, Eby Dissertation Awards Committee
Chair, Diversity Dialogues Committee, 2019-2020 (Co-Chair 2017-2019)
Chair, Teacher Education Forum Planning
 Chair, Non-Tenure Track Merit Review Committee
 Create Field Supervision Assignments for Department
OII (Technology) Liaison
 Cohort Coordinator Meeting Liaison
 Lead, Assistant Professor Peer Mentoring Program
 Consult on SACS Accreditation Work
 TEA Site Monitoring Visit Preparation
 Plan Social Events for Faculty
 Assist with Teaching Schedules
 Assist with Peer Mentoring Assignments
 Assist with Non-Tenure Track Tenure and Promotion Process
 Letter Writer for Chair's Office, Endowments
Executive Committee, 2016-present
 Member of Merit Review Committee, 2016-present
 Chair, Non-Tenure Track Review Committee, 2018-2019
Letter Writer for Candidate for Promotion to Full Professor, 2018-2019
Search Committee for Language and Literacy Studies
 Co-Chair, 2019-2020
 Co-Chair, 2017-2018
 Chair, 2016-2017
 Chair, 2013-2014
 Member, 2007-2009
Graduate Studies Committee, 2007-present
 Programs and Courses Committee, 2016-2020
 Travel Awards Committee, 2014-2016
 Chair, Travel Awards Committee, 2014-2015
 Fellowships & Other Awards Committee, 2013-2014
 Foundations and Common Course Committee and Chair of Subcommittee
 for Teaching and Teacher Education, 2010-2012
 Awards Committee, 2009-2010
 Nominating Committee, 2008-2010 (Chair 2009-2010)
 Doctoral Fellowship Committee, 2012-2013
Ad-Hoc Austin Independent School District Research Committee, 2010-2012
Ad-Hoc Committee to Develop Teacher Education Specialization, 2009-2012
Video Case-Based Learning Focus Group, 2008-2010

ACADEMIC-RELATED PROFESSIONAL PUBLIC SERVICE

Academic Community

Journal Reviewing

Editorial Review Board, *Journal of Literacy Research*, 2019-present
Editorial Review Board, *The Reading Teacher*, 2010-2017
Editorial Review Board, *Language Arts*, 2008-present
Editorial Advisory Board, *Yearbook of the National Reading Conference*,
2008-2010
Linguistics & Education, 2019-present
Language & Education, 2019-present
Bilingual Research Journal, 2019-present
Research in the Teaching of English, 2018-present
Literacy Research: Theory, Method and Practice, 2016-present
Action in Teacher Education, 2015-present
Race, Ethnicity and Education, Reviewer, 2015-present
Reading and Writing Quarterly: Overcoming Learning Disabilities, 2014-present
Journal of Children's Literature, Reviewer, 2012-present
American Educational Research Journal, Reviewer, 2011-present
Journal of Teacher Education, Reviewer, 2010-present
Teaching and Teacher Education, Reviewer, 2010-present
Urban Education, Reviewer, 2007-2009
Journal of Adolescent and Adult Literacy, Reviewer, 2007-present
Qualitative Research Journal, Reviewer, 2005

External Reviewer for Promotion and Tenure

Associate to Full Professor, 2020
Assistant to Associate Professor, 2018
Assistant to Associate Professor, 2012

Positions Held in National Literacy Organizations

National Reading Conference/Literacy Research Association
Publications Committee, Member, 2018-present
Area Chair, Area 1: Teacher Education, 2016-2018
Presenter, "How to Write Proposals and Review for the LRA
Conference." Conference presentation at the Annual Meeting of the
Literacy Research Association and Webinar, 2017-2018.
Early Career Award Committee, Member, 2014-2017
Field Council, Member, 2012-2014
Student Research Committee, Member, 2010-2014
Approaches to Discourse Analysis Study Group, Chair, 2007-2015
Co-organizer for Pre-conference, "Who Says Research Says?", 2007
Reviewer for Area 1: Pre-service Teacher Education in Literacy,
2005-present
Session Chair for Area 1: Pre-service Teacher Education in Literacy,
2005-present
National Council on Research in Language and Literacy (NCRL)
Nominating Committee, 2017
Board Member, 2010-2014

Newsletter Editor, 2010-2014
American Educational Research Association
Reviewer for Division K: Teaching and Teacher Education, 2005, 2006,
2009
American Educational Research Association (AERA)
AERA Division K Award for Innovations in Research on Equity and
Social Justice in Teacher Education Committee, 2019-2020

Membership in Professional Organizations

National Conference on Research in Language and Literacy (NCRL),
2008-present
National Council of Teachers of English Assembly for Research (NCTEAR),
lifetime member
National Reading Conference/Literacy Research Association (NRC/LRA),
2003-present
American Educational Research Association (AERA), 2003-2007, 2012-present
International Reading Association (IRA), 2003-present
National Council of Teachers of English (NCTE), 2003-present
Missouri International Reading Association, member, 2006-2007

Local Community

Board Member, Temple Beth Israel Child Development Center
Chair, 2018-2019
Policy and Curriculum, 2016-2018
Leader, The Austin Social Justice Teacher Inquiry Group, Austin, Texas,
2008-2015
Advisory Board Member and Liaison to the Board, BookSpring, Austin, TX,
2008-2010
Co-Leader, The Literacy for Social Justice Teacher Research Group, St. Louis,
Missouri, 2004-2007

RESEARCH CONTRACTS/GRANTS

Funded Grants

Title: Coaching and Mentoring in Literacy Teacher Education: A Development/Design Study of Learning to Teach in a Re-Envisioned Practicum Experience

Agency and program/mechanism, if applicable: Spencer Foundation Small Research Grant

Role: (e.g., PI, co-PI, co-I, consultant): Co-PI

Duration: 2012-2013

Total award amount: \$40,000

Purpose of the grant: Research

Title: Coaching and Mentoring of Preservice Teachers: A Development/Design Experiment
Agency and program/mechanism, if applicable: The Association of Literacy Educators and Researchers.
Role: (e.g., PI, co-PI, co-I, consultant): Co-PI
Duration: 2012-2013
Total award amount: \$2500
Describe purpose of the grant: Research

Title: Austin Social Justice Teacher Inquiry Group
Agency and program/mechanism, if applicable: Heart of Texas National Writing Project Grant
Role: (e.g., PI, co-PI, co-I, consultant): PI
Duration: 2009-2010
Total award amount: \$1000
Purpose of the grant: Professional Development

Title: Exploring Language and Culture in a Reader and Writer's Workshop
Agency and program/mechanism, if applicable: Graduate School at The University of Texas at Austin Special Research Grant
Role: (e.g., PI, co-PI, co-I, consultant): PI
Duration: 2009-2010
Total award amount: \$746
Purpose of the grant: Professional Development

AWARDS, CERTIFICATES AND FELLOWSHIPS

Graduate School, The University of Texas at Austin, Faculty Research Assignment. Spring 2021. One semester leave for research.

Leadership Fellow in the College of Education, 2020-2021

Judy Spence Tate Fellow for Excellence, College of Education, 2017-2019

University of Texas Executive Management and Leadership Program (UTEMPLP) Certificate, McCombs School, The University of Texas at Austin. May, 2019.

College of Education at The University of Texas at Austin Vision Award to Develop Technology. Spring 2012. Award included the development of a database of children's writing samples that will be used to prepare preservice teachers to teach writing.

College of Education, The University of Texas at Austin, Dean's Fellowship. Spring 2011. \$3000 stipend and course release for two courses.

Graduate School, The University of Texas at Austin, Summer Research Assignment.
Summer 2010. Two month's salary for summer research.

College of Education at The University of Texas at Austin Vision Award to Develop
Technology. Spring 2010. "Reflective Video Portfolio for Case Based Learning."
Award included development and training for faculty and students in the
Language and Literacy Graduate Program.

ADVISING AND RELATED STUDENT SERVICE

Undergraduate Organized Courses

ALD 328 Applied Learning and Development
EDC 339C Community Literacy
EDC 339D Reading Assessment and Development
EDC 339G Literacy Seminar
EDC 370E Reading Methods
EDC 950E Elementary Teaching Practicum

Graduate Organized Courses

EDC F385G Literacy and Culture
EDC 385G Sociolinguistics in Education
EDC 382E Issues and Trends in Reading and Language Arts
EDC 381F Introduction to Teaching and Teacher Education
EDC 385G Classroom Discourse and Teacher Research
EDC 385G Research Methods: Writing for Publication
EDC 395L Exploring Literacy Teaching Practices through Action Research

Graduate Committees

Chair or Co-Chair

PhD

- | | | |
|-----------------------|-------------------|---|
| 1. DeWalt, Lo | 2020,
Co-Chair | K-5 School Programs and Literacy
Integration Coordinator, Durham Public
Schools, Durham, North Carolina |
| 2. Holyoke, Erica | In progress | |
| 3. Svrcek, Natalie S. | 2019 | Assistant Professor at State University of
New York, College at Brockport, New
York |
| 4. Wiebe, Molly | 2018,
Co-Chair | Assistant Professor of Practice, UT-Austin |
| 5. Taylor, Laura A. | 2017 | Assistant Professor at Rhodes College,
Memphis, Tennessee. |
| 6. Ballast, Kerry | 2016 | Director, Texas Workforce Commission |
| 7. Patterson Zoch, | 2012, | Associate Professor at the University of |

Melody Co-Chair North Carolina, Greensboro

MA

- | | | |
|---------------------|------|--|
| 1. Shoepe, Vera | 2019 | |
| 2. Fowler, Michelle | 2012 | Assistant Professor at |
| 3. McKay, Katherine | 2012 | District Leader, Austin Independent
School District |

Committee Member

PhD (in alphabetical order)

Bogard, Treavor Lowell
Burke, Amy Elizabeth
Conroy, Kelly Nicole
Consalvo, Annamary L.
Darden, Lora Webb
Dholakia, Gloria Gonzales
Fowler, Michelle Kristyn
Gaines, Rachel Elizabeth
Hendrix, Aimee
Herschell, Mary Heather
Hicks, Toni Marie
Kim, Tae Hee
Kimmons, Royce M.
Ko, Yujung
Lammert, Catherine
Land, Charlotte
Leekeenan, Kira
Lynch, Anissa Wicktor
Maldonado, Elizabeth Ann
Maldonado, Samuel
Ok, Hyounjin
Olmanson, Justin Douglas
Pruitt, Alina
Read, Michelle Fulks
Russell, Katherine Winton
Scott, Deana Jill Allen
Song, Kwangok
Steinbach, Elizabeth M.
Torres, Laura Graciela
Williamson, Thea

Withdrew

Derbyshire, Christine
Weber, Nathaniel Uriah

PLAN II THESIS Second Reader

Syed, Sarah, 2018

Public Scholarship

<http://magazine.edb.utexas.edu/teachers-who-c-a-r-e-mentoring-partnerships-support-pre-service-and-current-educators/>

<https://txedmag.com/literacy-crisis-real/>