

# University of Louisiana at Lafayette

## College of Education Faculty Curriculum Vitae Information

**Tori K. Flint, Ph.D.**

Title Department Office Number Extension Email Address	Assistant Professor of Reading Education Educational Curriculum and Instruction Maxim Doucet Hall-Room 453A 337-482-6259 tflint@louisiana.edu
Education	Ph.D., Language, Reading, and Culture: Early Literacy University of Arizona  M.Ed., Curriculum and Instruction: Early Childhood Education Arizona State University  M.Ed., Curriculum and Instruction: Language and Literacy Arizona State University  B.A.E., Early Childhood Education Arizona State University
Teaching Philosophy	<p>I am passionate about teaching and learning. I strive to help students to develop their knowledge and skills so that they can become successful, effective, and innovative educators.</p> <p>My instruction reflects the kind of teaching I believe in: Guided inquiry, discovery and hands-on learning, interaction and collaboration, reflection and discussion, and meaningful application. As an instructor, I aim to foster opportunities for students to explore key ideas through hands-on activities, assignments that apply to course content in meaningful ways, and interactions that allow students to think about and discuss pedagogy. It is my goal as an instructor to help individuals develop their knowledge and imagination and to articulate, understand, and refine their teaching practices. I hope to prepare excellent teacher candidates so that they may improve the quality of education for children around the globe.</p>
Bio	Dr. Flint has experience in a variety of teaching contexts. She began her career as a preschool teacher. After receiving her Bachelor of Arts in Education degree from Arizona State University in 2006, she became a first grade teacher in Arizona. As she continued to teach first grade, Dr. Flint earned two

	<p>Master's Degrees in Curriculum and Instruction, one in Early Childhood Education and one in Language and Literacy, both from Arizona State University.</p> <p>Dr. Flint then obtained her Ph.D. in Language, Reading, and Culture from the University of Arizona while working as a Graduate Associate, teaching Children's Literature in the Classroom and as an Editorial Assistant for the Journal of Literacy Research. After completing her Doctoral Degree in the spring of 2016, Dr. Flint accepted a position as an Assistant Professor of Reading Education in the College of Education's Curriculum and Instruction Department at the University of Louisiana at Lafayette.</p>
<p>Courses Taught</p>	<p>Fall 2016: READ301-Literacy Development for Emergent and Early Readers</p>
<p>Research Interests</p>	<p>Dr. Flint's research focuses on children's emergent and early language and literacy practices. She is also interested in children's social practices and the culture of childhood, the intersections of children's play, language, and literacy, children's book-related play and story responses, the ways in which children draw from their funds of knowledge to enhance their meaning-making, and how all of these can be applied to children's learning experiences in early and elementary classroom contexts.</p>
<p>Teaching Experience</p>	<p><i>University Teaching Experience:</i></p> <p><u>University of Arizona</u>  Fall 2015: TLS-480-Children's Literature in the Classroom</p> <p>Spring 2015: Guest Lecturer-LRC-495(A)-Anthropology of Childhood Professor: Perry Gilmore Topic: Play, Toys, Games, and Literature</p> <p>Fall 2014: LRC-480-Children's Literature in the Classroom</p> <p>Summer 2014: LRC-791(A)-Preceptorship-University Teaching for LRC 480-Children's Literature in the Classroom</p> <p><i>Elementary Classroom Teaching:</i></p> <p>2006-2013: First Grade Teacher Skyline Ranch K-8 School, San Tan Valley, AZ</p> <p>2008-2013: First Grade Team Lead and Gifted Coordinator Skyline Ranch K-8 School, San Tan Valley, AZ</p>

Publications	Flint, T. K. (2010). Making meaning together: Buddy reading in a first-grade classroom. <i>Early Childhood Education Journal</i> , 38(4), 289-297.
Presentations	<p><u>National Conferences</u></p> <p><b>Responsive Play: Play as Reader Response in a First Grade Classroom</b> Paper to be presented at The Literacy Research Association Annual Conference (Nov/Dec 2016) Nashville, Tennessee</p> <p><b>Trying on Voices: Constructing Meaning through Imaginary Play</b> Paper presented at The Literacy Research Association Annual Conference (December 2015), Carlsbad, CA.</p> <p><b>Play as a Way to Demonstrate and Develop Literacy Learning- Responsive Play: Play as Reader Response in an Informal Learning Environment</b> Paper presented at The Literacy Research Association Annual Conference (December 2014), San Marco Island, FL.</p> <p><b>Publishing Literacy Research: Meet the Editors of JLR (Journal of Literacy Research), LRA (Literacy Research Association) Yearbook, and RRQ (Reading Research Quarterly)</b> Alternative Format Session at The Literacy Research Association Annual Conference (December 2014), San Marco Island, FL. Co-Presenters: Dr. David B. Yaden, Jr., Dr. Patricia L. Anders, Dr. Laurie Katz, Dr. Christina DaSilva Iddings, Dr. Theresa Rogers, Kelly Allen, Robert Heggstad, and Charlene Mendoza.</p>
Grants	
Conferences Attended	
Professional Memberships	<p>American Anthropological Association (AAA)</p> <p>American Educational Research Association (AERA)</p> <p>Arizona Reading Association (ARA)</p> <p>International Literacy Association (ILA-Formerly IRA)</p> <p>Literacy Research Association (LRA)</p> <p>National Association for the Education of Young Children (NAEYC)</p> <p>National Council of Teachers of English (NCTE)</p>
Awards	<p>2015-2016: University of Arizona: Graduate College Fellowship</p> <p>2014-2015: Mary F. &amp; Maude Miller Scholarship</p>

	<p>2013-2014: Phi Delta Kappa Memorial Scholarship</p> <p>2011-2012: Dr. Joan Frazier Paracheck Fellowship Award</p>
Additional Skills	
Dissertation	<p><b>Title:</b> Responsive Play: Play as Reader Response in a First Grade Classroom</p> <p><b>Brief Summary:</b> This eight month study, conducted in a first grade classroom in Arizona, analyzed young children’s playful responses to literature as they read various books together in the classroom context. The purpose of this study was to develop deep understandings about the affordances of play in response to text within a first grade classroom and to investigate the ways that children utilize play to respond to literature and to construct meaning. Findings suggest that play can be seen as a generative source of academic learning, that the notion of response in research and practice be reconceived in the field to include play as a valid and valued form of reader response, that responsive play be further developed for classroom use, and that additional research be conducted on children’s responsive play.</p> <p><b>Advisor:</b> Dr. Kathy G. Short</p>
Other Professional Experience	Editorial Assistant: Journal of Literacy Research (2012-Current)
Service	Treasurer: Ocotillo East Valley Reading Council (2010-2013)