

Tori K. Flint, Ph.D.

<p>Title Department Office Number Extension Email Address</p>	<p>Assistant Professor of Literacy/Early Childhood Education Educational Curriculum and Instruction Maxim Doucet 453-A 2-6259 tflint@louisiana.edu</p>
<p>Education</p>	<p>Ph.D. Language, Reading, and Culture: Early Literacy, Minor: Teaching and Teacher Education-Early Childhood Education, University of Arizona</p> <p>M.Ed., Curriculum and Instruction: Early Childhood Education Arizona State University</p> <p>M.Ed., Curriculum and Instruction: Language and Literacy Arizona State University</p> <p>B.A.E., Early Childhood Education Arizona State University</p>
<p>Teaching Philosophy</p>	<p>As a preschool and elementary school teacher in Arizona I worked with children and families from ethnically, culturally, linguistically, and socioeconomically diverse backgrounds. As an Assistant Professor of Literacy Education/Early Childhood Education at UL Lafayette, I am guided by my many years of experience teaching diverse young children and by sociocultural perspectives on teaching and learning. I focus on a holistic, assets-based understanding of children’s languages and literacies, grounded in children’s and families’ sociocultural practices and funds of knowledge. My approach to literacy and early childhood education is relationship-based, involves the learning experiences of children in multimodal capacities, and views children as active meaning-makers who bring great knowledge to the classroom context.</p> <p>In my courses, I combine a variety of immersive, hands-on, real-world preschool and primary grade classroom experiences with readings by prominent theorists and researchers in order to help students to understand and to see first-hand the importance of diversity, play, children’s literature, social learning, technology, and multimodal literacies when working with young children. It is my goal as a professor to help students develop their knowledge and</p>

	<p>imagination and to articulate, understand, and refine their teaching practices. I hope to prepare excellent and caring teacher candidates so that they may improve the quality of early education for children around the globe.</p>
<p>Bio</p>	<p>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 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 Literacy/Early Childhood Education in the College of Education’s Curriculum and Instruction Department at the University of Louisiana at Lafayette.</p>
<p>Courses Taught</p>	<p>READ-301-Literacy Development for Emergent and Early Readers READ-302-Teaching Reading in the Primary Grades READ-303-Practicum: Primary Grade Reading EDCI-310-Young Adult Literature EDCI-476-Early Childhood Student Teacher Supervision READ-520-Survey of Developmental Reading</p>
<p>Research Interests</p>	<p>Dr. Flint’s research focuses on children’s emergent and early language and literacy practices. She is 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, children’s play and technology, 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>Dr. Flint also works with local inmates and their children on topics related to early literacy.</p>

Teaching Experience	<p>University of Arizona TLS/LRC-480-Children’s Literature in the Classroom LRC-495(A)-Guest Lecturer: Anthropology of Childhood</p> <p>Elementary Classroom Teaching 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> <p>Preschool Teaching 1997-2006 Various preschools in Arizona</p>
Publications	<p>Articles in Refereed Journals</p> <p>Flint, T. K. & Adams, M. (In Press, 2018). “It’s like playing, but learning”: Supporting early literacy development through responsive play with wordless picturebooks. <i>Language Arts</i>, 96(1), 21-36.</p> <p>Flint, T. K. & Sheppard, P., Tackie, N. A. (2018). “How you like me now?”: Exploring teacher perceptions of urban middle schoolers’ mathematical abilities and the construction of students’ mathematical identities. <i>Education and Urban Society</i>. Advance online publication. doi.org/10.1177/0013124518785017</p> <p>Tackie, N., Sheppard, P., Flint, T. K. (2018). Engendering algebraic readiness through pictorial representations. <i>Investigations in Mathematics Learning</i>, 1-13.</p> <p>Flint, T. K. (2018). Responsive play: Creating transformative classroom spaces through play as reader response. <i>Journal of Early Childhood Literacy</i>. Advance online publication. doi.org/10.1177/1468798418763991</p> <p>Flint, T. K. (2017). Childhood, play, and funds of knowledge in the classroom. <i>NEOS: A Publication of the Anthropology of Children and Youth Interest Group</i>, 10(1), 6-7.</p> <p>Flint, T. K. (2010). Making meaning together: Buddy reading in a first-grade classroom. <i>Early Childhood Education Journal</i>, 38(4), 289-297.</p>

	<p>Technical Reports Dick, S. J., Flint, T. K., Burstein, K., & Forsyth, Y. A. (2017). <i>Dolly Parton Imagination Library 2016-2017 Evaluation Report</i>. Cecil J. Picard Center for Child Development and Lifelong Learning, University of Louisiana at Lafayette. https://picardcenter.louisiana.edu/research-areas/education</p> <p>Manuscripts in Preparation Flint, T.K. “She’s not sexy”: Children’s critical reflections on gender and beauty through play as reader response. <i>Gender and Education</i>.</p> <p>Flint, T.K., Adams, M. S., Jordan, V. S., Bernard, A. M. Working title: Incarcerated fathers supporting their children’s literacy.</p> <p>Covington, A., Sheppard, P., Tackie, N., & Flint, T.K. To What Extent Does the Hands-On Exposure to Algebraic Thinking (HEAT) Project Predict Future Mathematics Achievement for Urban Middle Schoolers? <i>Journal of STEM Education</i>.</p>
Presentations	<p>Refereed Conference Presentations* <i>“The Power of Play to Support Written and Spoken Language.”*</i> Chair: Tori K. Flint. Discussant: Christiane Wood. Presenters: Audrey Madsen, Jade Kim, Shelley Stagg Peterson, Soon Young Jang, Christina Tjandra, Jungmin Lee. Literacy Research Association (LRA) Annual Conference, Nov/Dec 2018, Indian Wells, CA.</p> <p><i>“Lingering in Picturebooks for Critical Literacy.”</i> Roundtable Paper Presentation at National Council of Teachers of English (NCTE) Annual Conference November 2018, Houston, TX.</p> <p><i>Incarcerated Fathers’ Participation in Supporting the Early Literacy Development of Their Children.</i> Co-Presenters: Marietta Adams, Allison Bernard, Valin Jordan. National Council of Teachers of English (NCTE) Annual Conference November 2018, Houston, TX.</p> <p><i>“It’s like playing, but learning”:</i> Supporting early literacy development through responsive play with wordless</p>

picturebooks. Co-presenter: Marietta Adams. Paper presented at American Educational Research Association (AERA) Annual Conference April 2018, New York, NY.

Incarcerated Fathers' Participation in Supporting the Early Literacy Development of Their Children. Louisiana Education Research Association (LERA) Conference March 2018, Lafayette, LA.

Play: What's Best for Our Youngest Learners and as Reader Response in the Classroom. Paper presented at National Council of Teachers of English (NCTE) Annual Conference, November 2017, St. Louis, MO.

"It's like playing, but learning": Supporting early literacy development through responsive play with wordless picturebooks. Co-presenter: Marietta Adams. Paper presented at Literacy Research Association (LRA) Annual Conference December 2017, Tampa, FL.

Literacy Through Play: Children's Play as a Form of Reader Response. Paper presented at Louisiana Education Research Association (LERA) Annual Conference March 2017, Lafayette, LA.

Responsive Play: Play as Reader Response in a First Grade Classroom. Paper presented at Literacy Research Association (LRA) Annual Conference Nov/Dec 2016, Nashville, Tennessee.

Trying on Voices: Constructing Meaning through Imaginary Play. Paper presented at The Literacy Research Association (LRA) Annual Conference December 2015, Carlsbad, CA. Tori K. Flint

Play as a Way to Demonstrate and Develop Literacy Learning-Responsive Play: Play as Reader Response in an Informal Learning Environment. Paper presented at Literacy Research Association (LRA) Annual Conference December 2014, San Marco Island, FL.

Publishing Literacy Research: Meet the Editors of JLR (Journal of Literacy Research), LRA (Literacy Research Association) Yearbook, and RRQ (Reading Research Quarterly). Co-Presenters: Dr. David B. Yaden, Jr., Dr. Patricia L. Anders, Dr. Laurie Katz, Dr. Christina DaSilva

	<p>Iddings, Dr. Theresa Rogers, Kelly Allen, Robert Heggstad, and Charlene Mendoza. Alternative Format Session at Literacy Research Association (LRA) Annual Conference December 2014, San Marco Island, FL.</p> <p>*Entries with an asterisk denote a session in which I was a Chair or Discussant</p>
Grants	<p>2018: Principal Investigator. <i>Undergraduate Research Mini-Grant: The Louisiana Storybook Project</i>. University of Louisiana at Lafayette.</p> <p>2018: Principal Investigator. <i>Instructional Improvement Grant: Clinically-Based Lesson Study for Early Childhood Education Majors</i>. University of Louisiana at Lafayette.</p> <p>2017-2018: Co-Principal Investigator (K. Burstein, PI). <i>Dolly Parton Imagination Library Study</i>. United Way of Acadiana.</p> <p>2016-Present: Co-Principal Investigator (P. Sheppard, PI). <i>Hands-On Expressions of Algebraic Thinking (HEAT)</i>. U.S. Department of Education Sub-Grant: GEAR-UP Grant.</p>
Professional Memberships	<p>Acadiana Reading Council (ARC) American Anthropological Association (AAA) American Educational Research Association (AERA) Association of Literacy Educators and Researchers (ALER) American Reading Forum (ARF) Arizona Reading Association (ARA) Association for Childhood Education International (ACEI) Children’s Literature Association (ChLa) International Literacy Association (ILA-Formerly IRA) Louisiana Association of Educators (LAE) Louisiana Early Childhood Association (LAECA) Louisiana Education Research Association (LERA) Literacy Research Association (LRA) Louisiana Reading Association (LRA) National Association for the Education of Young Children (NAEYC) National Council of Teachers of English (NCTE) National Education Association (NEA) Southern Early Childhood Association (SECA) The Association for the Study of Play (TASP)</p>
Dissertation	<p>Flint, T. K. (2016). <i>Responsive Play: Exploring Play as Reader Response in a First Grade Classroom</i> (Doctoral Dissertation). ProQuest</p>

	<p>http://hdl.handle.net/10150/612808).</p> <p>Chair: Kathy G. Short, Ph.D., University of Arizona</p> <p>Brief Abstract: This study explores first grade children’s play as a form of reader response. Findings suggest that, through responsive play, children create a social space in the classroom which connects official school literacy practices and academic instruction with their social play practices. In this space, children’s play and talk take central roles in their explorations and uses of literacy. Findings further 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, and suggest that further research be conducted on children’s responsive play.</p>
Other Professional Experience	Editorial Assistant- <i>Journal of Literacy Research</i> (2012-2016)
Service	<p>Editorial Board Member 2017-Present <i>Language Arts</i></p> <p>Ad Hoc Reviewer <i>Language Arts, Journal of Early Childhood Literacy, Literacy Research: Theory, Method, and Practice, Reading Research Quarterly, The Reading Teacher</i></p> <p>Conference Proposal Reviewer Literacy Research Association (LRA), American Educational Research Association (AERA)</p> <p>College Service 2017-Present Collaborating/Contributing Faculty for the Development of the Curriculum Leadership Concentration Ed.D. in Educational Leadership</p> <p>2016-Present University Lab School Committee</p> <p>Department Service 2018-Present CAEP Co-Chair: Standard 5: Provider Quality Assurance and Continuous Improvement</p> <p>2018 Job Search Committee: Visiting Assistant Professor of Elementary Literacy</p>

	<p>2017-Present SPA Co-Chair-Early Childhood Education (NAEYC Standards)</p> <p>2017-2018 Praxis II Preparation Workshops for Rural Uncertified Teachers (Reading/Language Arts)</p> <p>2017 Job Search Committee: Assistant Professor: Elementary Generalist</p> <p>2016-Present Scholarly Matters Committee Tori K. Flint</p> <p>Community Service</p> <p>2016-Present Treasurer/Active Member of the Acadiana Reading Council</p> <p>2010-2013 Treasurer/Active Member of the Ocotillo East Valley Reading Council</p>
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