

Tori K. Flint, Ph.D.

Title Department Office Number Extension Email Address	Assistant Professor of Literacy & Early Childhood Education Educational Curriculum and Instruction Maxim Doucet 453-A 2-6259 tori.flint@louisiana.edu
Education	Ph.D. Language, Reading, and Culture: Early Literacy, Minor: Teaching and Teacher Education-Early Childhood Education, 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>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, strengths-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 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 literacy 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

	<p>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 with an emphasis on Early Literacy 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 READ-310-Reading in Elementary School READ-311-Practicum: Elementary Grade Reading READ-520-Survey of Developmental Reading EDCI-310-Young Adult Literature EDCI-476-Early Childhood Student Teacher Supervision EDCI-599-Master’s Capstone</p>
<p>Research Interests</p>	<p>Dr. Flint’s research focuses on young children’s emergent and early language and literacy practices-in and out of the classroom and on the culture of childhood, broadly. Her research explores the intersections of children’s languages, literacies, play, and meaning-making and highlights the ways that young children use play to respond to literature. She also works with incarcerated parents and their families and children in order to learn from and support them as they engage in meaningful family literacy practices. Dr. Flint further seeks to continuously grow her understandings of the best ways to support teachers and future teachers who work with young children.</p>
<p>Teaching Experience</p>	<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>
<p>Selected Publications</p>	<p>Refereed Scholarly Books</p> <p>Flint, T. K., & Keefer, N. (Eds.) (2020). <i>Critical perspectives on teaching in the southern United States.</i> Rowman & Littlefield: Lexington Books.</p> <p>Keefer, N. & Flint, T. K. (Eds.) (Forthcoming, 2022). <i>Mindful social studies: Cultivating social and emotional development for 21st century citizenship</i> (Mindfulness in Education Series). Rowman & Littlefield: Lexington Books.</p> <p>Handbook Chapters</p> <p>da Silva Iddings, A. C., Butler, E. D., & Flint, T. K. (Forthcoming, 2022). Multilingualism, multimodality, and affect. In A. Stavans & U. Jessner-Schmid (Eds.), <i>The Cambridge handbook of child multilingualism.</i> Cambridge University Press.</p> <p>Chapters in Refereed Scholarly Books</p> <p>Flint, T. K., & Keefer, N. (Forthcoming, 2022). Bringing in our “full humanness”: Moving toward humanity-focused, assets-based pedagogy. In N. Keefer & T. K. Flint (Eds.), <i>Mindful social studies: Cultivating social and emotional development for 21st century citizenship.</i> Rowman & Littlefield: Lexington Books.</p> <p>Keefer, N. & Flint, T. K. (Forthcoming, 2022). Gazing inward and outward: Connecting SEL, mindfulness, and critical pedagogies in the social studies classroom. In N. Keefer & T. K. Flint (Eds.), <i>Mindful social studies: Cultivating social and emotional development for 21st century citizenship.</i> Rowman & Littlefield: Lexington Books.</p> <p>Flint, T. K. (2021). Responsive play: Exploring language and literacy through play as reader response. In M. Han & J. Johnson (Eds.), <i>Play and literacy: Play & culture studies</i> (Vol. 16). Hamilton Books, Inc.</p> <p>Bernard, A. M., & Flint, T. K. (2020). ‘Unscripting’ the curriculum: A teacher’s reflections on moving toward culturally relevant pedagogy. In</p>

T. K. Flint & N. Keefer (Eds.), *Critical perspectives on teaching in the southern United States* (pp. 53-65). Rowman & Littlefield: Lexington Books.

Keefer, N., & **Flint, T. K.** (2020). Introduction: The sociohistorical context of public education in the Southern United States. In T. K. Flint & N. Keefer (Eds.), *Critical perspectives on teaching in the southern United States* (pp. 3-12). Rowman & Littlefield: Lexington Books.

Articles in Refereed Journals

Flint, T. K. (2021). Curriculum in early childhood education (USA). *Bloomsbury Education and Childhood Studies*.

Butler, E. D., **Flint, T. K.**, & da Silva Iddings, A. C. (2021). The liberatory potentials of multimodality: Collaborative Reggaeton music video production in Habana, Cuba. Advance online publication. *Media, Culture, & Society*.

<https://journals.sagepub.com/doi/10.1177/0163443720987747>

Flint, T. K., Butler, E. D., & da Silva Iddings, A. C. (2020). Literacies beyond bars: (Re)claiming and (re)imagining identities through multimodal family literacy practices. *Language Arts*, 98(1), 18-28.

Flint, T. K. (2020). Children's critical reflections on gender and beauty through responsive play in the classroom context. *Early Childhood Education Journal*, 48(6), 739-749.

<https://doi.org/10.1007/s10643-020-01039-3>

Flint, T. K. (2020). Responsive play: Creating transformative classroom spaces through play as reader response. *Journal of Early Childhood Literacy*, 20(2), 385-410. doi.org/10.1177/1468798418763991

Flint, T. K., & Sheppard, P., Tackie, N. A. (2019). "How you like me now?": Exploring teacher perceptions of urban middle schoolers' mathematical abilities and the construction of students' mathematical identities. *Education and Urban Society*, 51(8), 1029-1050.

doi.org/10.1177/0013124518785017

Covington, A., Sheppard, P., Tackie, N., & **Flint, T. K.** (2019). To what extent does the Hands-On Exposure to Algebraic Thinking (HEAT) Project predict future mathematics achievement for urban middle schoolers? *Journal of Educational Issues*, 5(1), 118-131.

Flint, T. K., & Adams, M. (2018). "It's like playing, but learning": Supporting early literacy development through responsive play with

	<p>wordless picturebooks. <i>Language Arts</i>, 96(1), 21-36. http://www.ncte.org/library/NCTEFiles/Resources/Journals/LA/0961-sep2018/LA0961Sep18Like.pdf</p> <p>Flint, T. K. (2018). 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>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. (2010). Making meaning together: Buddy reading in a first-grade classroom. <i>Early Childhood Education Journal</i>, 38(4), 289-297. doi.org/10.1007/s10643-010-0418-9</p> <p>Invited Articles</p> <p>Flint, T. K. (2021). <i>The power and potentialities of play in literacy learning</i>. [International Literacy Association (ILA) Instructional Practices]. https://www.literacyworldwide.org/get-resources/instructional-practices/the-power-and-potentialities-of-play-in-literacy-learning</p>
<p>Selected Presentations</p>	<p>International Conference Presentations</p> <p><i>Exploring Language and Literacy through Play as Reader Response</i>. Paper presentation at The 28th International Council for Children’s Play (ICCP) World Play Conference, July 8-9, 2021, Madrid, Spain (Online).**</p> <p><i>(Re)Claiming Power: Reggaeton Music Video Production as Liberatory Multimodal Practices in Habana, Cuba</i>. Co-presenters: Dr. Eliza D. Butler and Dr. Ana Christina da Silva Iddings. Paper presentation at the International Society of Cultural-historical Activity Research (ISCAR) International Congress. August 2-7, 2021, Natal, Brazil (Online).**</p> <p><i>Children’s Play as a Form of Reader Response</i>. Paper presentation at The 28th International Council for Children’s Play (ICCP) World Play Conference, June 10-12, 2020, Madrid, Spain.***</p> <p><i>Reframing, Reshaping, Repositioning: Critical Approaches to Literacy and Transformation- “She’s not sexy”</i>: Children’s Critical Interpretations of Gender and Beauty through Responsive Play. Paper presentation at</p>

American Educational Research Association (AERA) Annual Conference, April 2019, Toronto, Canada.

National/Regional/State Conference Presentations

“I’m Still a Father...Even though I’m in Here”: Navigating Multiple Identities Behind and Beyond Bars. Co-Presenter: Dr. Eliza D. Butler. Paper presentation at Literacy Research Association (LRA) Annual Conference, December 1-4, 2021, Atlanta, GA.

“A Self-Study through Video Portraiture: The Emotional Dimensions of Funds of Knowledge.” Co-Presenter: Dr. Eliza D. Butler and Dr. Jessica Espinosa. Paper presentation at Literacy Research Association (LRA) Annual Conference, December 1-4, 2021, Atlanta, GA.

(Re)Claiming and (Re)Imagining Identities: Family Literacy Practices as Liberatory Resources for Incarcerated Fathers. Individual Paper Presentation at National Council of Teachers of English (NCTE) Annual Conference, November 18-21, 2021, Louisville, KY.

The “Freedom” of Literacy: Reading, Writing, Teaching, and Learning Behind Bars-“I’m Still a Father...Even though I’m in Here”: Multimodal Family Literacies Beyond Bars. Co-Presenters: Dr. Mary E. Styslinger, Dr. Victoria Oglan, and Dr. Janie Goodman. Panel Presentation at National Council of Teachers of English (NCTE) Annual Conference, November 18-21, 2021, Louisville, KY.

Multimodal Family Literacies as Liberatory Resources for Incarcerated Fathers. Session Presentation at the Association of Literacy Educators & Researchers (ALER) Annual Conference, November 4-7, 2021, Hilton Head Island, SC.

Play and Role-Play: Pleasure, Affect, and Living Texts. Chair: Tori K. Flint. Presenters: Dr. Alexander P. Corbitt; Dr. Christian Ehret, Dr. Emily Mannard; Dr. Karis M. Jones, Dr. Scott Storm; Dr. Jayne C. Lammers, Dr. Alecia Marie Magnifico. Roundtable presentation at the American Educational Research Association (AERA) Annual Conference, April 9-12, 2021, Orlando, FL.* **

Multimodal Narratives for Liberation: Toward Embodied Literacies-“The Liberatory Potentials of Multimodality: Collaborative Reggaeton Music Video Production in Habana, Cuba.” Co-Presenters: Dr. Eliza D. Butler, Dr. Ana Christina da Silva Iddings. Roundtable presentation at the American Educational Research Association (AERA) Annual Conference, April 9-12, 2021, Orlando, FL.**

The Potential of Employing Lesson Study with Teacher Preparation Faculty. Co-Presenters: Dr. Marietta Adams, Dr. Micah Bruce-Davis, Dr. Aimee Barber. Roundtable presentation at the Association of Teacher Educators (ATE) Annual Meeting, February 14-17, 2021.**

Sharing our Stories: Literacies Behind and Beyond Bars-“Literacies Beyond Bars: Exploring the Liberatory and Affective Dimensions of Multimodality with Incarcerated Fathers.” Co-Presenters: Dr. Mary E. Styslinger and Dr. Mindy Harwick. Panel Presentation at National Council of Teachers of English (NCTE) Annual Conference, November 19-22, 2020, Denver, CO.***

Families and Communities: The Role of Liberatory Literacy Practices in (Re)Storying Lives-“(Re)Imagining Identities: Family Literacies Beyond Bars.” Co-presenters: Dr. Eliza D. Butler and Dr. Ana Christina da Silva Iddings. Symposium at American Educational Research Association (AERA) Annual Conference, April 17-21, 2020, San Francisco, CA.***

Power and Possibilities: Incarcerated Fathers Supporting the Early Literacy of Their Young Children. Co-Presenters: Dr. Marietta S. Adams, Dr. Valin S. Jordan, Allison M. Bernard. Poster presentation at American Educational Research Association (AERA) Annual Conference, April 17-21, 2020, San Francisco, CA.***

(Re)Storying and (Re)Imagining Futures: The Liberating Potential of Multimodal Literacy Practices. Co-Presenter: Dr. Eliza D. Butler. Paper presentation at National Council of Teachers of English-Assembly of Research (NCTEAR) Annual Conference, February 21-23, 2020, Nashville, TN.

The Critical Literacy of Elementary Students-Children’s Critical Interpretations of Gender and Beauty through Play in Response to Storybooks. Paper presentation at Literacy Research Association (LRA) Annual Conference, December 2019, Tampa, FL.

Engaging Multimodal Literacies with Families and Communities: Illuminating (Re)Imagined Futures. Co-presenters: Dr. Ana Christina daSilva Iddings, Dr. Eliza Butler. Roundtable presentation at Literacy Research Association (LRA) Annual Conference, December 2019, Tampa, FL.

The Louisiana Storybook Project: Incarcerated Fathers’ Supporting the Early Literacy of Their Children. Co-Presenters: Dr. Marietta Adams, Allison Bernard, Dr. Valin Jordan. Roundtable presentation at Literacy Research Association (LRA) Annual Conference, December 2019, Tampa, FL.

Children's Critical Reflections on Gender and Beauty through Responsive Play. Paper presentation at the Reconceptualizing Early Childhood Education (RECE) Conference, October/November 2019, Las Cruces, NM.

Supporting Early Literacy through Responsive Play with Children's Literature. Paper presentation at Southern Early Childhood Association (SECA) Annual Conference, March 2019, Orlando, FL.

Supporting Early Literacy through Responsive Play with Children's Literature. Paper presentation at Louisiana Early Childhood Association (LAECA) Annual Conference, 2018, Alexandria, LA.

The Power of Play to Support Written and Spoken Language. Chair: Dr. Tori K. Flint. Discussant: Dr. 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.*

Lingering in Picturebooks for Critical Literacy. Roundtable Paper Presentation at National Council of Teachers of English (NCTE) Annual Conference, November 2018, Houston, TX.

Incarcerated Fathers' Participation in Supporting the Early Literacy Development of Their Children. Co-Presenters: Dr. Marietta Adams, Allison Bernard, Dr. Valin Jordan. National Council of Teachers of English (NCTE) Annual Conference, November 2018, Houston, TX.

"It's Like Playing, But Learning": Supporting Early Literacy Development through Responsive Play with Wordless Picturebooks. Co-presenter: Dr. 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.

"It's Like Playing, But Learning": Supporting Early Literacy Development through Responsive Play with Wordless Picturebooks. Co-presenter: Dr. Marietta Adams. Paper presented at Literacy Research Association (LRA) Annual Conference, December 2017, Tampa, FL.

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.

	<p><i>Engendering Algebraic Proficiency through H.E.A.T. (Hands-On Exposure to Algebraic Topics).</i> Co-Presenters: Dr. Peter Sheppard, Dr. Nii Tackie. Paper Presented at National Council for Community and Education Partnerships (NCCEP)/Gear Up Annual Conference, July 2017, San Francisco, CA.</p> <p><i>Literacy Through Play: Children’s Play as a Form of Reader Response.</i> Paper presented at Louisiana Education Research Association (LERA) Annual Conference, March 2017, Lafayette, LA.</p> <p><i>Responsive Play: Play as Reader Response in a First Grade Classroom.</i> Paper presented at Literacy Research Association (LRA) Annual Conference, Nov/Dec 2016, Nashville, Tennessee.</p> <p><i>Trying on Voices: Constructing Meaning through Imaginary Play.</i> Paper presented at The Literacy Research Association (LRA) Annual Conference, December 2015, Carlsbad, CA.</p> <p><i>Play as a Way to Demonstrate and Develop Literacy Learning-Responsive Play-“ Play as Reader Response in an Informal Learning Environment.”</i> Paper presented at Literacy Research Association (LRA) Annual Conference, December 2014, San Marco Island, FL.</p> <p><i>Publishing Literacy Research: Meet the Editors of JLR (Journal of Literacy Research), LRA (Literacy Research Association) Yearbook, and RRQ (Reading Research Quarterly).</i> Co-Presenters: Dr. David B. Yaden, Jr., Dr. Patricia L. Anders, Dr. Laurie Katz, Dr. Ana Christina daSilva 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>
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>2016-2019: 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)</p> <p>American Anthropological Association (AAA)</p> <p>American Educational Research Association (AERA)</p> <p>Association of Literacy Educators and Researchers (ALER)</p> <p>Association for Childhood Education International (ACEI)</p> <p>Children’s Literature Association (ChLa)</p> <p>International Literacy Association (ILA)</p> <p>Louisiana Association of Educators (LAE)</p> <p>Louisiana Early Childhood Association (LAECA)</p> <p>Louisiana Education Research Association (LERA)</p> <p>Literacy Research Association (LRA)</p> <p>Louisiana Reading Association (LRA)</p> <p>National Association for the Education of Young Children (NAEYC)</p> <p>National Council of Teachers of English (NCTE)</p> <p>National Council of Teachers of English-Assembly for Research (NCTEAR)</p> <p>National Council of Teachers of English-Early Childhood Education Assembly (NCTE-ECEA)</p> <p>National Education Association (NEA)</p> <p>Reconceptualizing Early Childhood Education (RECE)</p> <p>Southern Early Childhood Association (SECA)</p> <p>The Association for the Study of Play (TASP)</p>
Professorships and Awards	<p>2020</p> <p><i>Association of Literacy Educators & Researchers: Jerry Johns Promising Researcher Award</i></p> <p>This annual award (begun in 2007) was established by Jerry Johns and The Association of Literacy Educators & Researchers (ALER) to honor and support research by a junior ALER member whose work is beyond the dissertation stage. The award of \$500 recognizes research that addresses significant questions for reading/literacy and extends understanding of its development, assessment, and/or instruction from early childhood to adult level.</p>

	<p>2020-Present <i>The Mr. & Mrs. E. P. "Pat" Nalley/LEQSF Regents Professorship in Education</i></p> <p>The University of Louisiana at Lafayette awards endowed professorships to eminent faculty members and researchers whose accomplishments in research, scholarship or creative works, teaching, and/or professional service progress the mission of their departments or colleges, the University, or the State.</p> <p>2018-2019 <i>University of Louisiana at Lafayette College Rising Star Award: Research and Scholarship-College of Education</i></p> <p>The Rising Star Award recognize junior faculty members showing great promise in research and scholarship. Each dean chooses a person from his or her college to be recognized as a Rising Star.</p>
<p>Dissertation</p>	<p>Flint, T. K. (2016). <i>Responsive Play: Exploring Play as Reader Response in a First Grade Classroom</i> (Doctoral Dissertation). ProQuest (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>
<p>Other Professional Experience</p>	<p>Early Literacy Commission Member (Louisiana Department of Education) (2019-Present)</p> <p>Editorial Assistant-<i>Journal of Literacy Research</i> (2012-2016)</p>

<p>Service</p>	<p>Professional Service</p> <p><i>Editorial Board Member</i></p> <p>2020-Present <i>Research Issues in Contemporary Education</i></p> <p>2018-Present <i>Early Childhood Education Journal</i></p> <p>2018-Present <i>Journal of Research in Childhood Education</i></p> <p>2017-Present <i>Language Arts</i></p> <p><i>Ad Hoc Reviewer</i></p> <p><i>Journal of Early Childhood Literacy, Literacy Research: Theory, Method, and Practice, Reading Research Quarterly, The Reading Teacher</i></p> <p><i>Conference Proposal Reviewer</i></p> <p>American Educational Research Association (AERA), Association of Literacy Educators and Researchers (ALER), Literacy Research Association (LRA), National Council of Teachers of English (NCTE)</p> <p>State Service</p> <p>2019-2021 Member: Louisiana Early Literacy Commission</p> <p>University Service</p> <p>2019-2021 Job Search Committee Member: Cecil J. Picard Center Lloyd J. Rockhold Endowed Chair (Full Professor)</p> <p>College Service</p> <p>2016-Present University Lab School Committee/Early Childhood Sub-Committee</p>
----------------	--

	<p>Departmental Service</p> <p>2021-Present Program Co-Coordinator: Early Childhood</p> <p>2021-Present Program Realignment Committee Member</p> <p>2020-Present Building Safety Committee: Backup Coordinator</p> <p>2019-2021 New Faculty Mentor</p> <p>2019 Job Search Committee Co-Chair: Visiting Assistant Professor of Literacy</p> <p>2019 Job Search Committee Co-Chair: Assistant Professor of Elementary Literacy</p> <p>2018-Present CAEP Co-Chair: Standard 5: Provider Quality Assurance and Continuous Improvement and Advisory Board Committee</p> <p>2018 Job Search Committee Co-Chair: 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 Co-Chair: Assistant Professor: Elementary Generalist</p> <p>2016-2021 Undergraduate Unit Co-Coordinator: Early Childhood Program</p> <p>2016-Present Scholarly Matters Committee</p> <p>Community Service</p> <p>2017-2018 Praxis II Preparation Workshops for Rural Uncertified Teachers (Reading/Language Arts)</p> <p>2016-2019 Treasurer/Active Member of the Acadiana Reading Council</p> <p>2010-2013 Treasurer/Active Member of the Ocotillo East Valley Reading Council</p>
--	--