

Tori K. Flint, Ph.D.

University of Louisiana at Lafayette
College of Education & Human Development
Department of Curriculum and Instruction
104 E. University Ave., Lafayette LA 70504
tori.flint@louisiana.edu

EDUCATION

- 2016 **University of Arizona**
Ph.D. in Language, Reading, and Culture
Specialization in Early Literacy
Minor in Teaching and Teacher Education: Early Childhood Education
Dissertation: *Responsive play: Play as reader response in a first grade classroom*
- 2012 **Arizona State University**
M.Ed. in Curriculum and Instruction: Early Childhood Education
- 2010 **Arizona State University**
M.Ed. in Curriculum and Instruction: Language and Literacy
- 2006 **Arizona State University**
B.A.E. in Early Childhood Education

PROFESSIONAL EXPERIENCES

- 2023 *Whole Health Louisiana: Working Group Member*
- The Whole Health Louisiana (WHL) initiative seeks to create a community-informed, multi-sector, collaborative statewide plan that will bolster protective factors and recognize, address, and prevent the effects of adverse and traumatic childhood experiences in Louisiana's children and families.
- 2022-Present *Associate Professor of Literacy & Early Childhood Education*
- College of Education & Human Development
Department of Curriculum and Instruction
University of Louisiana at Lafayette

- 2021-Present *Co-Director: Louisiana Center for Research and Education on Languages and Literacies (LA CREoLL)*
- The overarching goal of the Louisiana Center for Resources and Education on Languages and Literacies (LA CREoLL) is to support, enhance, develop, and transform multilingual language and literacy education in Louisiana in order to empower teachers, learners, families, and communities.
- 2019-2021 *State Appointment: Louisiana Early Literacy Commission (Louisiana Department of Education)*
- Appointed to the State of Louisiana-Department of Education Early Literacy Commission as created by Louisiana House Resolution 222 and Louisiana Senate Resolution 182 of the 2019 Regular Session. (Only 24 members chosen from across the state).
- 2016-2022 *Assistant Professor of Literacy Education & Early Childhood Education*
College of Education: Department of Curriculum and Instruction
University of Louisiana at Lafayette
- 2014-2016 *Teaching Associate*
College of Education: Language, Reading, & Culture Department
University of Arizona
- 2012-2016 *Editorial Assistant/Research Associate*
Journal of Literacy Research
Co-Editors: Patricia L. Anders and David B. Yaden, Jr.
University of Arizona
- 2006-2013 *Classroom Teacher (1st grade)*
Skyline Ranch K-8, San Tan Valley, Arizona
- 1997-2006 *Preschool Teacher*
Various Preschools, Arizona

ENDOWED PROFESSORSHIPS

- 2023-Present *Patrick R. Rutherford Endowed Professorship in Education*
- The University, with the support of the UL Foundation, awards endowed professorships to eminent faculty members whose accomplishments in research, scholarship, or creative works; educational development

including teaching; or public service, contribute to the mission of their departments, colleges, the University, or the State.

2020-2023

The Mr. & Mrs. E. P. "Pat" Nalley/BORSF Professorship in Education

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.

AWARDS AND HONORS

Awarded

2025

Divergent Award for Excellence in Literacy in a Digital Age Research-Publication Award

Special Issue: "Playful Literacies Across Cultures: Pluralities of Pleasure, Affect, & Living Texts," *English Teaching: Practice & Critique*, 22(2); Co-Editors: Christian Ehret, Tori K. Flint, Alecia Marie Magnifico, Raul Alberto Mora

This publication was selected by the *Initiative for Literacy in a Digital Age* for innovation in research in the field of literacy in a digital age and dedication to both the theoretical and practical study of literacies in the 21st century.

2021-2022

University of Louisiana at Lafayette Research Excellence Award: College of Education & Human Development

Intended to recognize one faculty member per academic college demonstrating exceptional research, scholarship, and/or creative activities in his/her respective discipline.

2020

Association of Literacy Educators & Researchers: Jerry Johns Promising Researcher Award

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 the adult level.

2018-2019 *University of Louisiana at Lafayette College Rising Star Award: Research and Scholarship-College of Education*

Intended to recognize one junior faculty member per academic college showing great promise in research, scholarship, and/or creative activities in his/her respective discipline.

GRANTS

Funded Research Grants

2024 Principal Investigator. *Of Ladles and Laptops: Exploring Preschool Children's Digital Play*. University of Louisiana at Lafayette: Creativity, Innovation, and Entrepreneurship Faculty Research Grant. \$2000.00.

2024 Co-Principal Investigator (Co-PI's: Jeremy Foreman, Marietta Adams, K-Lynn McKey). *Incorporating Play in the Physical Space of Schools*. University of Louisiana at Lafayette: Creativity, Innovation, and Entrepreneurship Faculty Research Grant. \$2000.00.

2023 Principal Investigator. *Literacies Beyond Bars: (Re)claiming and (Re)imagining Identities Through Multimodal Family Literacy Practices*. University of Louisiana at Lafayette: Sustainable Development Faculty Research Grant. \$2000.00.

2018 Principal Investigator. *The Louisiana Storybook Project*. Undergraduate Research Mini-Grant: University of Louisiana at Lafayette. \$2000.00.

2018 Principal Investigator. *Clinically Based Lesson Study for Early Childhood Education Majors*. Instructional Improvement Grant: University of Louisiana at Lafayette. \$850.00.

2017-2018 Co-Principal Investigator (K. Burstein, PI). *Dolly Parton Imagination Library Study*. United Way of Acadiana, Picard Center: University of Louisiana at Lafayette. \$25,000.

2016-2018 Co-Principal Investigator (P. Sheppard, PI). *Hands-On Expressions of Algebraic Thinking (HEAT)*. U.S. Department of Education Sub-Grant: GEAR-UP Grant. \$210,000.

RESEARCH AFFILIATIONS

- 2023-Present *Authoring as Multimodal Practice: Exploring Art-Based Reflection*
- This cross-institutional research project aims to answer the question: How might authoring as multimodal practice inform our identities and practices as teacher educators and literacy researchers? Institutions include Montana State University-Billings, Eastern Washington University, and North Carolina State University.
- 2023-Present *University of Louisiana at Lafayette-Sustainable Development Faculty Research Grants Program*
- This program aims to showcase UL Lafayette faculty research, make sustainable development a priority in Louisiana, and to show how interconnected economic growth, social inclusion, and environmental protection are – in Louisiana and in general.
- 2022-Present *Acadiana PACEs Alliance: Research Committee Member*
- Members of the PACEs Alliance work to develop research and practices that inform education and service and to build collaborative efforts within the Acadiana community to improve the health and well-being of our children and families.
- 2021-Present *Co-Founder and Co-Director: Louisiana Center for Research and Education on Languages and Literacies (LA CREoLL)*
- The overarching goal of the Louisiana Center for Resources and Education on Languages and Literacies (LA CREoLL) is to support, enhance, develop, and transform multilingual language and literacy education in Louisiana in order to empower teachers, learners, families, and communities.
- 2021-2022 *Growing Research-Cecil J. Picard Center for Child Development & Lifelong Learning: Working Group Member*
- The Growing Research Working Group brings together faculty from across the University of Louisiana at Lafayette and faculty and staff at the Picard Center to write external research-focused funding proposals, with a particular focus on federal agencies and national foundations. The focus is proposals in line with the Picard Center’s mission as a leading university-level research center that produces rigorous, innovative, and actionable

evidence in order to ensure that all children get a strong start and continuous support for excelling in school and life.

2017-2019

Cecil J. Picard Center for Child Development & Lifelong Learning: Research Affiliate

Research affiliates support the mission of Picard Center by working with research staff, lending their expertise in far-reaching collaborative efforts to enhance the overall well-being of children's cognitive, social-emotional, and physical development. Their research and community practices align with the center's commitment to improve children's learning and development at home, in school, and out in the community.

PUBLICATIONS

Books (Refereed)

Flint, T. K. (In Press, 2025). *Sparkling joyful learning: A teacher's guide to connecting play and reader response*. Rowman & Littlefield.

Keefer, N. & **Flint, T. K.** (Eds.) (2022). *Mindful social studies: Frameworks for social emotional learning and critically engaged citizens* [Mindfulness in Education Series]. Lexington Books.

Flint, T. K., & Keefer, N. (Eds.) (2020). *Critical perspectives on teaching in the southern United States*. Lexington Books.

Special Issue Journal (Editorship)

Ehret, C., **Flint, T. K.**, Lammers, J. C., Magnifico, A. M., Mora, R. A. (Eds.) (2023). Playful literacies across cultures: Pluralities of pleasure, affect, & living texts [Special Issue]. *English Teaching: Practice & Critique*, 22(2).

Editorial

Ehret, C., **Flint, T. K.**, Lammers, J. C., Magnifico, A. M., Mora, R. A. (2023). Playful literacies across ages and contexts: New horizons for pleasure, affect, & living texts [Editorial]. *English Teaching: Practice & Critique*, 22(2), 133-136.
doi.org/10.1108/ETPC-06-2023-199

Articles in Refereed Journals

International/National

- Flint, T. K., & Adams, M. S.** (2024). Of ladles and laptops: Exploring preschool children's digital play. *Early Childhood Education Journal*, 52, 1001-1010.
doi.org/10.1007/s10643-023-01485-9
- Flint, T. K.** (2021). Curriculum in early childhood education (USA). *Bloomsbury Education and Childhood Studies*. doi.org/10.5040/9781350993709.0019
- 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. *Media, Culture, & Society*, 43(5), 842-859.
doi.org/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. doi.org/10.58680/la202030813
- 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.
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 wordless picturebooks. *Language Arts*, 96(1), 21-36. doi.org/10.58680/la201829747
- Flint, T. K.** (2018). Childhood, play, and funds of knowledge in the classroom. *NEOS: A Publication of the Anthropology of Children and Youth Interest Group*, 10(1), 6-7.
<http://acyig.americananthro.org/neos/current-issue/>

Tackie, N., Sheppard, P., & **Flint, T. K.** (2018). Engendering algebraic readiness through pictorial representations. *Investigations in Mathematics Learning*, 11(3), 207-219.

Flint, T. K. (2010). Making meaning together: Buddy reading in a first-grade classroom. *Early Childhood Education Journal*, 38(4), 289-297. doi.org/10.1007/s10643-010-0418-9

Invited Articles

International/National

Flint, T. K. (2021). *The power and potentialities of play in literacy learning*. [International Literacy Association (ILA) Instructional Practices]. <https://www.literacyworldwide.org/get-resources/instructional-practices/the-power-and-potentialities-of-play-in-literacy-learning>

Refereed Handbook Chapters

da Silva Iddings, A. C., Butler, E. D., & **Flint, T. K.** (2022). Multilingualism, emotion, and affect. In A. Stavans & U. Jessner-Schmid (Eds.), *The Cambridge handbook of childhood multilingualism* (pp. 304-324). Cambridge University Press.

Chapters in Refereed Scholarly Books

Keefer, N., **Flint, T. K.**, & LeBrun, T. (In preparation, 2025). Biliteracy strategies. In N. Keefer & J. Parker (Eds.), *Teaching social studies in language immersion contexts*. National Council for the Social Studies.

Flint, T. K., Foreman, J., Adams, M. S., McKey, K. (Accepted/Forthcoming, 2025). Cultivating joy through play(ful) pedagogies. In T. S. Hawley, A. W. Jordan, S. Wisdom, T. Hunter-Doniger (Eds.), *Acting Up: Fostering joyful teaching as resistance in the American South and Appalachia*. Information Age Publishers.

Barber, A., **Flint, T. K.**, Adams, M. S., McKey, K., Bruce-Davis, M., Olivier, D. (2024). Interest-based, interdisciplinary faculty learning communities in teacher education: Discovering common professional interests to enhance higher education student support. In D. G. Title, K. N. Rainville, & C. G. Desrochers (Eds.), *Expanding the vision of Faculty Learning Communities in higher education: Emerging opportunities for faculty to support and engage with each other in learning, teaching, and support* (pp. 41-61). Information Age Publishers.

- Davis, M. B., Bravo-Ruiz, M. I., Adams, M. S., **Flint, T. K.**, Barber, A., Han, S., Gallagher, M. Haj-Broussard, M. (2024). Building relationships and connecting inclusive pedagogy through higher education Faculty Learning Communities. In D. G. Title, K. N. Rainville, & C. G. Desrochers (Eds.), *Faculty Learning Communities: Working towards a more equitable, just, and anti-racist future in higher education* (pp. 381-400). Information Age Publishers.
- Keefer, N., & **Flint, T.K.** (2023). Women’s rights issues and literacy: Theory, research, and practice. In N. Keefer & J. Clabough (Eds.), *Thematic teaching of women’s rights issues with social studies trade books* (pp. 15-30). Lexington Books.
- Flint, T. K.**, & Keefer, N. (2022). Bringing in our ‘full humanness’: Moving toward humanity-focused, assets-based pedagogy. In N. Keefer & T. K. Flint (Eds.), *Mindful social studies: Frameworks for social emotional learning and critically engaged citizens* (pp. 109-124). Lexington Books.
- Keefer, N. & **Flint, T. K.** (2022). Introduction: Gazing inward and outward by connecting SEL, mindfulness, and critical pedagogies in the social studies classroom. In N. Keefer & T. K. Flint (Eds.), *Mindful social studies: Frameworks for social emotional learning and critically engaged citizens* (pp. 3-10). Lexington Books.
- Flint, T. K.** (2021). Responsive play: Exploring language and literacy through play as reader response. In M. Han & J. Johnson (Eds.), *Play and literacy: Play & culture studies* (Vol. 16) (pp.67-88). Hamilton Books, Inc.
- Bernard, A. M., & **Flint, T. K.** (2020). ‘Unscripting’ the curriculum: A teacher’s reflections on moving toward culturally relevant pedagogy. In T. K. Flint & N. Keefer (Eds.), *Critical perspectives on teaching in the southern United States* (pp. 53-65). 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). Lexington Books.

Technical Reports

- Dick, S. J., **Flint, T. K.**, Burstein, K., & Forsyth, Y. A. (2017). *Dolly Parton Imagination Library 2016-2017 evaluation report*. Lafayette, LA: Cecil J. Picard Center for Child Development and Lifelong Learning, University of Louisiana at Lafayette.

Accreditation Reports

- Adams, M. S., **Flint, T. K.**, Holt, L., & Davis, T. (2023). Standard R.5: Provider Quality Continuous Improvement and Capacity (Initial Programs). In T. Davis (Ed), *University of Louisiana at Lafayette College of Education & Human Development CAEP Self-Study*

(pp. 72-82). Submitted to the Council for the Accreditation of Educator Preparation (CAEP), Washington, D.C.

Adams, M. S., **Flint, T. K.**, Holt, L., & Davis, T. (2023). Standard R.5: Provider Quality Continuous Improvement and Capacity (Initial Programs). In T. Davis (Ed), *University of Louisiana at Lafayette College of Education & Human Development CAEP Self-Study Addendum* (p. 59). Submitted to the Council for the Accreditation of Educator Preparation (CAEP), Washington, D.C.

Adams, M. S., & **Flint, T. K.** (2019). Topic 1: Innovative programs: Early childhood. In P. Montgomery & T. Davis (Eds.), *University of Louisiana at Lafayette College of Education CAEP Stipulation Report* (pp. 6-8). Submitted to the Council for the Accreditation of Educator Preparation (CAEP). Washington, D.C.

Adams, M. S., & **Flint, T. K.** (2019). Topic 8: College of Education Advisory Board. In P. Montgomery & T. Davis (Eds.), *University of Louisiana at Lafayette College of Education CAEP Stipulation Report* (pp. 29 - 31). Submitted to the Council for the Accreditation of Educator Preparation (CAEP). Washington, D.C.

Published Dissertation

Flint, T. K. (2016). *Responsive play: Exploring play as reader response in a first grade classroom* (Doctoral Dissertation). ProQuest (<http://hdl.handle.net/10150/612808>)

PEER-REVIEWED CONFERENCE PRESENTATIONS

International (Held Outside the U.S.) Conference Presentations (Peer-Reviewed)

Butler, E. D., & **Flint, T. K.**, & da Silva Iddings, A. C. (2021, August). *(Re)Claiming power: Reggaeton music video production as liberatory multimodal practices in Habana, Cuba* [Paper presentation]. International Society of Cultural-Historical Activity Research (ISCAR) International Congress, Natal, Brazil (Online).**

Flint, T. K. (2021, July). *Exploring language and literacy through play as reader response* [Paper presentation]. The 28th International Council for Children's Play (ICCP) World Play Conference, Madrid, Spain (Online).**

Flint, T. K. (2020, June). *Children's play as a form of reader response* [Paper presentation] The 28th International Council for Children's Play (ICCP) World Play Conference, Madrid, Spain.***

Flint, T. K. (2019, April). *“She’s not sexy”*: Children’s critical interpretations of gender and beauty through responsive play [Paper presentation]. American Educational Research Association (AERA) Annual Conference, Toronto, Canada.

International/National Conference Presentations (Peer-Reviewed)

Reaves, M., Dobis, C., Ventura-Kalen, K., Callahan, L., **Flint, T. K.**, Hao, L., Hwang, K., Kershen, J., Pennington V., Wickramaarachchi, T., & Xue, M. (2025, January). *Creating community through multimodal authoring: Creative reflective practice for education professionals*. [Workshop Presentation]. Hawaii International Conference on Education, Honolulu, HI.

Flint, T. K., & Manderino, M. (2024, Nov.). *“Teacher Don’t Teach Me No Nonsense”*: Music as text to support multimodal literacies pedagogy [Paper presentation]. Association of Literacy Researchers and Educators (ALER) Annual Conference, Orlando, FL.

Daoud, N., Leggett, A., **Flint, T. K.**, (2024, Nov.). *Taking an Active Role in PRES: Mentorship & Collaboration for a More Diverse ALER* [Panel Session presentation]. Association of Literacy Researchers and Educators (ALER) Annual Conference, Orlando, FL.

Flint, T. K., & Foreman, J. (2024, May/June). *Women athletic administrators’ use of play as rebellious resistance in the southern U.S.* [Poster presentation]. North American Society for Sport Management (NASSM) Annual Conference, Minneapolis, MN.

Robinson, R. et al., Beauchemin, F. et al., Lenters, K., Thiel, J. J., Jones, K. et al., Hollet, T., & Ehret, C. (2024, April). *(Re)Considering the critical and affective potentials of playful literacies*. [Working Roundtable]. Magnifico, A., **Flint, T. K.**, Mora. R. A., Lammers, J. (**Chairs**). American Educational Research Association (AERA) Annual Conference, Philadelphia, PA.*

Flint, T. K. (2024, March). *Playing with(in) books: Exploring language and literacy through play* [Research Presentation]. The Association for the Study of Play (TASP) Annual Conference, Rochester, NY.

Flint, T. K., & Adams, M. S. (2023, Nov./Dec.). *Interrogating the digital/analog binary: (Re)Imagining spaces, materials, and identities through digital play* [Paper Presentation]. Literacy Research Association (LRA) Annual Conference, Atlanta, GA.

Hadley, E., Friddle, K. A., Bruner, L. (2023, Nov./Dec.). *Early literacy processes and practices: Looking at Preschool*. **Flint, T. K.** (**Chair**), Machado, E. (Discussant), [Paper Session]. Literacy Research Association (LRA) Annual Conference, Atlanta, GA.*

McBride, C. et. al, Robinson, B. et al., Beauchemin, F. et al., Lenters, K. et al., Woodard, R. et al., Jones, K. et al., Thiel, J. J. (2023, Nov./Dec.) *Playful literacies across contexts: Pluralities of pleasure, affect, & living texts*. Ehret, C., Lammers, J. (**Chairs**), **Flint, T. K.**, Magnifico, A.,

Mora, R. A. (**Discussants**), [Symposium]. Literacy Research Association (LRA) Annual Conference, Atlanta, GA.*

Persohn et al., Roberson, K. E. et al. (2023, Nov./Dec.). *Expanding research methods in public spaces*. **Flint, T. K. (Chair)**. Kizil, F. S. (Discussant), [Paper Session]. Literacy Research Association (LRA) Annual Conference, Atlanta, GA.*

Flint, T. K., Daoud, N., & Leggett, A. (2023, November). *Promising Researchers and Emerging Scholars (PRES)*. [Panel Session presentation]. Association of Literacy Educators and Researchers (ALER) Annual Conference, Santa Fe, NM.

Flint, T. K., & Adams, M. S. (2023, November). *Children's digital play as murmuration*. [Paper presentation]. Association of Literacy Educators and Researchers (ALER) Annual Conference, Santa Fe, NM.

Flint, T. K., & Adams, M.S. (2023, May). *Exploring preschool children's digital play*. [Paper Presentation]. The Association for the Study of Play (TASP) Annual Conference: "Playship: A Pathway for Building and Sustaining Equitable Playful Spaces." New York City, NY.

Abbot, J. A. et al., Liten-Gee, R. et al., & Wang Y. et al. (2023, May). *Expansive literacies with children and educators*. **Flint, T. K. (Chair)**. [Virtual Poster Session]. American Educational Research Association (AERA) Annual Conference, Virtual.* **

Adams, M. S., **Flint, T. K.**, Bruce-Davis, M., & Barber, A. (2023, April). *Collegiality, reduced isolation, and validation through lesson study embedded in learning communities*. [Paper Presentation]. American Educational Research Association (AERA) Annual Conference, Chicago, IL.**

Corbitt, A., Jones, K., Storm, S., & Carter-Stone, L. (Nov/Dec, 2022). *Player-response: Understanding processes of play and collaborative meaning-making*. **Flint, T. K. (Chair)**. Discussant: Serafini, F. [Symposium]. Literacy Research Association (LRA) Annual Conference, Phoenix, AZ.*

Flint, T. K., & Adams, M. S. (2022, November). *Playing around with technology: Exploring preschool children's digital play in the analog classroom*. [Paper presentation]. Association of Literacy Educators and Researchers (ALER) Annual Conference, Denver, CO.

Flint, T. K., & Adams, M. A. (2022, April). *Of ladles and laptops: Exploring preschool children's digital play in the analog classroom*. **Flint, T. K. (Chair)**. [Paper/Roundtable presentation/Session]. American Educational Research Association (AERA) Annual Conference, San Diego, CA.*

Adams, M. S., **Flint, T. K.**, Bruce-Davis, M., & Barber, A. (2022, February). *The affective and academic dimensions of lesson study: Exploring faculty learning communities (with)in a teacher preparation program* [Roundtable presentation]. Association of Teacher Educators (ATE) Annual Meeting, Chicago, IL.

Flint, T. K., & Butler, E. D. (2021, December). *“I’m still a father...even though I’m in here”*: Navigating multiple identities behind and beyond bars [Paper presentation]. Literacy Research Association (LRA) Annual Conference, Atlanta, GA.

Butler, E. D., & **Flint, T. K.,** & Espinosa, J. (2021, December). *A self-study through video portraiture: The Emotional dimensions of funds of knowledge* [Paper presentation]. Literacy Research Association (LRA) Annual Conference, Atlanta, GA.

Flint, T. K. (2021, November). *(Re)Claiming and (re)imagining identities: Family literacy practices as liberatory resources for incarcerated fathers* [Paper presentation]. National Council of Teachers of English (NCTE) Annual Conference, Louisville, KY.**

Flint, T. K. (2021, November). “I’m still a father...even though I’m in here”: multimodal family literacies beyond bars. In **T. K. Flint** & M. E. Styslinger (**Chairs**), *The “freedom” of literacy: Reading, writing, teaching, and learning behind and beyond bars* [Panel presentation]. National Council of Teachers of English (NCTE) Annual Conference, Louisville, KY.**

Flint, T. K. (2021, November). *Multimodal family literacies as liberatory resources for incarcerated fathers* [Paper presentation]. Association of Literacy Educators & Researchers (ALER) Annual Conference, Hilton Head Island, SC.

Corbitt, A. P., Ehret, C., Mannard, E., Jones, K. M., Storm, S., Lammers, J. C., Magnifico, & A. M. (2021, April). **Flint, T. K. (Chair)**, *Play and role-play: Pleasure, affect, and living texts* [Roundtable presentation]. American Educational Research Association (AERA) Annual Conference, Orlando, FL.* **

Butler, E. D., **Flint, T. K.,** & da Silva Iddings, A. C. (2021, April). *The liberatory potentials of multimodality: Collaborative Reggaeton music video production in Habana, Cuba* [Roundtable presentation]. American Educational Research Association (AERA) Annual Conference, Orlando, FL.**

Adams, M. S., **Flint, T. K.,** Bruce-Davis, M., & Barber, A. (2021, February). *The potential of employing lesson study with teacher preparation faculty* [Roundtable presentation]. Association of Teacher Educators (ATE) Annual Meeting, Online.**

Flint, T. K. (2020, November). Literacies beyond bars: Exploring the liberatory and affective dimensions of multimodality with incarcerated fathers. In **T. K. Flint**, M. E. Styslinger, and M. Hardwick (**Chairs**), *Sharing our stories: Literacies behind and beyond bars* [Panel presentation]. National Council of Teachers of English (NCTE) Annual Conference, Denver, CO.**

Flint, T. K. (2020, April). (Re)Imagining identities: family literacies beyond bars. In **T. K. Flint**, A. C. da Silva Iddings, and E. D. Butler (**Chairs**), *Families and communities: The role of liberatory literacy practices in (re)storying lives* [Symposium]. American Educational Research Association (AERA) Annual Conference, San Francisco, CA.***

Flint, T. K., Adams, M. A., Bernard, A. M., & Jordan, V. S. (2020, April). *Power and possibilities: Incarcerated fathers supporting the early literacy of their young children* [Poster presentation]. American Educational Research Association (AERA) Annual Conference, San Francisco, CA.***

Flint, T. K., & Butler, E. D. (2020, February). *(Re)Storying and (re)imagining futures: The liberating potential of multimodal literacy practices* [Paper presentation]. National Council of Teachers of English-Assembly of Research (NCTEAR) Annual Conference, Nashville, TN.

Flint, T. K. (2019, December). *Children's critical interpretations of gender and beauty through play in response to storybooks* [Paper presentation]. Literacy Research Association (LRA) Annual Conference, Tampa, FL.

Flint, T. K., da Silva Iddings, A. C., & Butler, E. D. (2019, December). *Engaging multimodal literacies with families and communities: Illuminating (re)imagined futures* [Roundtable presentation]. Literacy Research Association (LRA) Annual Conference, Tampa, FL.

Flint, T. K., Adams, M. A., Bernard, A. M., & Jordan, V. S. (2019, December). *The Louisiana Storybook Project: Incarcerated fathers' supporting the early literacy of their children* [Roundtable presentation]. Literacy Research Association (LRA) Annual Conference, Tampa, FL.

Flint, T. K. (2019, November). *Children's critical reflections on gender and beauty through responsive play* [Paper presentation]. Reconceptualizing Early Childhood Education (RECE) Conference, Las Cruces, NM.

Madsen, A., Kim, J., Stag Peterson, S., Young Jang, S. Tjandra, C. Lee, J. (2018, December).

Flint, T. K. (Chair), *The power of play to support written and spoken language.* [Session]. Literacy Research Association (LRA) Annual Conference, Indian Wells, CA.*

Flint, T. K. (2018, November). *Lingering in picturebooks for critical literacy* [Roundtable paper presentation]. National Council of Teachers of English (NCTE) Annual Conference, Houston, TX.

Flint, T. K., Adams, M. S., Bernard, A. M., & Jordan, V. S. (2018, November). *Incarcerated fathers' participation in supporting the early literacy development of their children* [Paper presentation]. National Council of Teachers of English (NCTE) Annual Conference, Houston, TX.

Flint, T. K., & Adams, M. S. (2018, April). *"It's like playing, but learning": Supporting early literacy development through responsive play with wordless picturebooks.* [Paper presentation]. American Educational Research Association (AERA) Annual Conference, New York, NY.

Flint, T. K., & Adams, M. S. (2017, December). *"It's like playing, but learning": Supporting early literacy development through responsive play with wordless picturebooks.* [Paper presentation]. Literacy Research Association (LRA) Annual Conference, Tampa, FL.

Flint, T. K. (2017, November). *Play: What's best for our youngest learners and as reader response in the classroom* [Paper presentation]. National Council of Teachers of English (NCTE) Annual Conference, St. Louis, MO.

Sheppard, P., Tackie, N., & **Flint, T. K.** (2017, July). *Engendering Algebraic Proficiency through H.E.A.T. (Hands-On Exposure to Algebraic Topics)* [Paper presentation]. National Council for Community and Education Partnerships (NCCEP)/Gear Up Annual Conference, San Francisco, CA.

Flint, T. K. (2016, December). *Responsive play: Play as reader response in a first grade classroom* [Paper presentation]. Literacy Research Association (LRA) Annual Conference, Nashville, Tennessee.

Flint, T. K. (2015, December). *Trying on voices: Constructing meaning through imaginary play* [Paper presentation]. Literacy Research Association (LRA) Annual Conference, Carlsbad, CA.

Flint, T. K. (2014, December). *Play as reader response in an informal learning environment* [Paper presentation]. Literacy Research Association (LRA) Annual Conference, San Marco Island, FL.

Yaden, D. B., Anders, P. L., Katz, L., da Silva Iddings, A. C., Rogers, T., **Flint, T. K.**, Allen, K., Heggstad, R., & Mendoza, C. (2014, December). *Publishing literacy research: Meet the editors of JLR (Journal of Literacy Research), LRA (Literacy Research Association) Yearbook, and RRQ (Reading Research Quarterly)* [Alternative Format Session]. Literacy Research Association (LRA) Annual Conference, San Marco Island, FL.

Regional/State Conference Presentations (Peer-Reviewed)

Keefer, N., **Flint, T. K.**, Bravo-Ruiz, M., Haj-Broussard, M. (2022, March). *Highlighting multilingual and multiliteracies frameworks and contexts in Louisiana* [Paper presentation]. 66TH Louisiana Education Research Association (LERA) Annual Conference, Lafayette, LA.

Flint, T. K. (2019, March). *Supporting early literacy through responsive play* [Paper presentation]. Southern Early Childhood Association (SECA) Annual Conference, Orlando, FL.

Flint, T. K. (2018). *Supporting early literacy through responsive play with children's literature* [Paper presentation]. Louisiana Early Childhood Association (LAECA) Annual Conference, Alexandria, LA.

Flint, T. K. (2018, March). *Incarcerated fathers' participation in supporting the early literacy development of their children.* Louisiana Education Research Association (LERA) Annual Conference, Lafayette, LA.

Flint, T. K. (2017, March). *Literacy through play: Children's play as a form of reader response* [Paper presentation]. Louisiana Education Research Association (LERA) Annual Conference, Lafayette, LA.

*Entries with an asterisk denote a session in which I was a Chair or Discussant

**Entries with two asterisks denote accepted presentations at conferences that were virtual

***Entries with three asterisks denote accepted presentations at conferences that were canceled due to COVID-19

INVITED PRESENTATIONS

Flint, T. K. (2024, March). *Literacies beyond bars: (Re)claiming and (re)imagining identities through multimodal family literacy practices* [Invited Presentation]. Individual Presentation. Sustainability Awards Summit, LITE Center, University of Louisiana at Lafayette.

Flint, T. K., Lammers, J., Magnifico, A., Mora, R. A. (2024, February). *English Teaching: Practice & Critique 'Journal Talk.'* [Invited Presentation]. Panel Discussion. Online.

Flint, T. K., Keefer, N., & Stone, H. (2022, November). *Brown bag lunch panel: Tenure and promotion* [Invited Presentation]. Panel Discussion. College of Education & Human Development, University of Louisiana at Lafayette.

Flint, T. K. (2022, October). *University Fellows community panel: Managing research and writing effectively* [Invited Presentation]. Panel Discussion. Graduate College, University of Louisiana at Lafayette.

Flint, T. K. (2022, March). *Qualitative literacy inquiry: Exploring multimodal family literacy practices with incarcerated fathers* [Invited Presentation]. Research Colloquium: Lecture. Department of Communicative Disorders, College of Liberal Arts, University of Louisiana at Lafayette.

Flint, T. K. (2018, September). *Reading aloud to young children: Strategies for success* [Invited Presentation]. Lecture. Kappa Delta Pi-Delta Iota Chapter Meeting, University of Louisiana at Lafayette, Lafayette, LA.

TEACHING EXPERIENCE

University of Louisiana at Lafayette

READ/LTCY-301-Foundations of Language and Literacy (Early Childhood majors)

READ/LTCY-302-Literacy in the Early Childhood Classroom (Early Childhood majors)

READ/LTCY-303-Literacy Practicum: Early Childhood

READ/LTCY-310-Literacy in the Elementary Classroom (Elementary majors)

READ/LTCY-311-Literacy Practicum: Elementary
EDCI-310-Young Adult Literature (Online Course)
EDCI-476- Teacher Candidate/Student Teacher Supervision (Early Childhood majors)
READ/LTCY-520-Language/Literacy Development (Graduate course)
EDCI-599-Capstone Course-Curriculum & Instruction (Graduate course)
*Certified in Online Instruction (UL Lafayette, 2016-Present)

University of Arizona

TLS/LRC-480-Children's Literature in the Classroom
LRC-495A-Guest Lecturer: Anthropology of Childhood

Elementary Classroom Teaching

2006-2013 *First Grade Teacher*
Skyline Ranch K-8 School, San Tan Valley, AZ
 -*First Grade Team Lead* (2008-2013)
 -*Gifted Coordinator* (2008-2013)

Preschool Teaching

1997-2006 *Preschool Teacher*
Various preschools in Arizona

Certifications

Standard Elementary Education, K-8 (Arizona)
Early Childhood Endorsement
Reading Specialist Endorsement, K-12
Structured English Immersion (SEI) Endorsement, K-12

STUDENT ADVISING/SUPERVISION

2024-Present Master's Thesis Committee Member
School of Kinesiology: College of Education & Human Development
University of Louisiana at Lafayette

2023-2024 Doctoral Dissertation Committee Member: Danielle Keys
Educational Foundations and Leadership Department: College of
Education & Human Development, University of Louisiana at Lafayette

2022-2023	Master's Thesis Committee Member Escuela Educación y Pedagogía (School of Education and Pedagogy) Universidad Pontificia Bolivariana (Pontifical Bolivarian University)
2022-2023	Doctoral Dissertation Committee Member Department of Communicative Disorders: College of Liberal Arts University of Louisiana at Lafayette
2019-2020	Doctoral Dissertation Committee Member: Educational Foundations and Leadership Department: College of Education. University of Louisiana at Lafayette
2018-2020	Master's Thesis Committee Member Department of Curriculum and Instruction: College of Education University of Louisiana at Lafayette
2017-Present	Undergraduate Student Advising-Early Childhood Education Majors, University of Louisiana at Lafayette

SERVICE

Professional Service

External Tenure and Promotion Evaluator

2024 Louisiana State University-Shreveport

Book Proposal Reviewer

2024 Routledge

Editorial Board Member

2024-Present *Early Years: An International Research Journal*

2024-Present *International Journal of Early Childhood Education*

2024-Present *International Journal of Play*

2020-Present *Research Issues in Contemporary Education*

2018-Present *Early Childhood Education Journal*
2018-Present *Journal of Research in Childhood Education*
2017-Present *Language Arts*

Editorial Advisory Review Board Member (LRA)

2023-2024 *Literacy Research: Theory, Method, and Practice (LR:TMP)*, Volume 73

Literacy Research Association (LRA)

2024-2027 Publications Committee: Member
2022-Present Area Chair (Area 13: Study Groups)
2014-Present Annual Conference Proposal Reviewer

Association of Literacy Educators and Researchers (ALER)

2023-Present ALER Board of Directors: Publications Chair
Directs all ALER Publications: ALER Yearbook, Literacy News, and
Literacy Research and Instruction (International, peer-reviewed journal)
2023 ALER Board of Directors: Publications Co-Chair
2022-Present Promising Researchers and Emerging Scholars (PRES)-Committee
Member
Mission: To provide mentorship to persons of color and/or other
historically marginalized groups as they transition into the world of
academia and navigate the literacy-research world. The mentorship
program aims to support the research initiatives of those novice academic
professionals, and equally important, to support them in the success of
their day-to-day faculty roles.

The Association for the Study of Play (TASP)

2023-Present Executive Committee Member: Newsletter Editor
2023-Present Student Travel Award Committee: Chair

National Council for Teachers of English (NCTE): Early Childhood Education Assembly (ECEA)

2023-Present Awards and Scholarships Committee Member

2023-Present Nominations Committee Member

2016-Present Annual Conference Proposal Reviewer

American Educational Research Association (AERA)

2016-Present Annual Conference Proposal Reviewer

Louisiana Education Research Association (LERA)

2022-2024 At-Large Representative

Invited Reviewer

2022 Epley, P., & Souto-Manning, M. (Editors). [Special issue: “Justice for whom and according to whom?: (Re)Considering equity, inclusion, and belonging in early care and education”]. *Contemporary Issues in Early Childhood*.

2021 Hong, H., & da Silva Iddings, A. C. (Editors). [Special issue on Immigrant and Refugee Students in US Schools]. *Urban Education Journal*.

Ad Hoc Reviewer

2016-Present *AERA Open; International Journal of Play; International Journal of Qualitative Studies in Education; Journal of Early Childhood Literacy; Journal of the Learning Sciences, Journal of Literacy Research; Literacy Research: Theory, Method, and Practice; Reading Research Quarterly; Teachers College Record; The Reading Teacher*

State Service

2023 Member: *Educational Testing Service (ETS): Standard-Setting Study Panel-Praxis® LA Elementary Education: Teaching Reading Test.*

2023 Member: *Whole Health Louisiana Working Group*

The Whole Health Louisiana (WHL) initiative seeks to create a community-informed, multi-sector, collaborative statewide plan that will bolster protective factors and recognize, address, and prevent the effects of adverse and traumatic childhood experiences in Louisiana’s children and families.

2019-2021 Member: *Louisiana Early Literacy Commission*

Appointed to the State of Louisiana-Department of Education Early Literacy Commission as created by Louisiana House Resolution 222 and Louisiana Senate Resolution 182 of the 2019 Regular Session. (Only 24 members chosen from across the state).

University Service

2024-2027 University Faculty Senate: College of Education and Human Development Representative

2023-Present Office of the Vice President for Research, Innovation, and Economic Development: Research Excellence Award Committee (COEHD)

2023-Present Office of the Vice President for Research, Innovation, and Economic Development: Rising Star Award Committee (COEHD)

2022-Present College of Education & Human Development (COEHD) Dean Search: Qualifications-Screening-Nominating Committee Member (EDCI Departmental Representative)

2022-Present University Graduate Council Fellowship Committee Member

2022-Present University Strategic Planning Committee Member: Research, Innovation, and Creativity Team

2019-2021 Job Search Committee Member: Cecil J. Picard Center Lloyd J. Rockhold Endowed Chair (Full Professor)

2019-Present SGA Child Development Center Advisory Board Committee Member

College Service

2024-Present College of Education & Human Development Tenure and Promotion Committee (Pool)

2024-2025 College of Education & Human Development Scholarship Selection Committee

2023-Present Office of the Vice President for Research, Innovation, and Economic Development: Research Excellence Award Committee (COEHD)

2023-Present Office of the Vice President for Research, Innovation, and Economic

2023-Present	Development: Rising Star Award Committee (COEHD)
2022-2024	Research Apprenticeship Program (RAP) Committee Member College of Education & Human Development (COEHD) Dean Search: Qualifications-Screening-Nominating Committee Member (EDCI Departmental Representative)
2022-Present	COEHD Endowed Professorship Committee
2021-Present	Active Member: Anti-Racist Inquiry to Action Group (ITAG)
2018-2024	CAEP Co-Chair: Standard 5: Provider Quality Assurance and Continuous Improvement and Advisory Board Committee Co-Chair
2017-2021	SPA Co-Chair: Early Childhood Education (NAEYC Standards)
2016-Present	University Lab School Committee/Early Childhood Sub-Committee

Departmental Service

2023-2025	New Faculty Mentor
2022-2023	Co-Chair Job Search Committee: Early/Elementary Literacy & Diversity
2022-Present	Member: Departmental Tenure and Promotion Committee
2021-Present	Program Co-Coordinator: Early Childhood
2021-Present	Program Realignment Committee Member
2020-2023	Building Safety Committee: Backup Coordinator
2019-2021	New Faculty Mentor
2019	Job Search Committee Co-Chair: Visiting Assistant Professor of Literacy
2019	Job Search Committee Co-Chair: Assistant Professor of Elementary Literacy
2018-2024	CAEP Co-Chair: Standard 5: Provider Quality Assurance and Continuous Improvement and Advisory Board Committee Co-Chair
2018	Job Search Committee Co-Chair: Visiting Assistant Professor of Elementary Literacy
2017-2021	SPA Co-Chair: Early Childhood Education (NAEYC Standards)
2017-2018	Praxis II Preparation Workshops for Rural Uncertified Teachers (Reading/Language Arts)
2017	Job Search Committee Co-Chair: Assistant Professor: Elementary Generalist
2016-2021	Undergraduate Unit Co-Coordinator: Early Childhood Program
2016-Present	Scholarly Matters Committee

Community Service

2023	Member: <i>Whole Health Louisiana Working Group</i> The Whole Health Louisiana (WHL) initiative seeks to create a community-informed, multi-sector, collaborative statewide plan that will bolster protective factors and recognize, address, and prevent the effects of
------	---

	adverse and traumatic childhood experiences in Louisiana’s children and families.
2022-Present	Acadiana PACES Alliance: Research Committee-Active Member <i>The Acadiana PACES Alliance is an interdisciplinary group of professionals and community members who recognize and respond to the impact of trauma and adversity on learning and health within the University and the Acadiana region and work to create a trauma sensitive community through continual learning, education, research, policy, and advocacy.</i>
2017-2018	Praxis II Preparation Workshops for Rural Uncertified Teachers (Reading/Language Arts)
2016-2019	Treasurer/Active Member of the Acadiana Reading Council
2010-2013	Treasurer/Active Member of the Ocotillo East Valley Reading Council

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

Association of Literacy Educators and Researchers (ALER)

Association of Teacher Educators (ATE)

Association for Childhood Education International (ACEI)

Association of Writers & Writing Programs (AWP)

Children’s Literature Association (ChLa)

International Literacy Association (ILA)

International Literacy Educators Coalition (ILEC)

Louisiana Association of Educators (LAE)

Louisiana Early Childhood Association (LAECA)

Louisiana Education Research Association (LERA)

Literacy Research Association (LRA)

National Association of Early Childhood Teacher Educators (NAECTE)

National Association for the Education of Young Children (NAEYC)

National Council of Teachers of English (NCTE)

National Council of Teachers of English-Assembly for Research (NCTE-AR)

National Council of Teachers of English-Early Childhood Education Assembly (NCTE-ECEA)

Reconceptualizing Early Childhood Education (RECE)

Southern Early Childhood Association (SECA)

The Association for the Study of Play (TASP)