

**Curriculum Vitae**

**JAMES S. CHISHOLM**

Associate Professor, English Education  
Department of Elementary, Middle, and Secondary Teacher Education  
College of Education and Human Development  
University of Louisville  
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**EDUCATION**

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| <b>Ph.D. University of Pittsburgh</b><br>English Education                            | 2010 |
| <b>M.A. University of Chicago</b><br>Germanic Studies                                 | 2002 |
| <b>B.A. University of Notre Dame</b> ( <i>summa cum laude</i> )<br>Psychology, German | 2001 |

**ACADEMIC APPOINTMENTS**

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| <b>Associate Professor</b> (with tenure)<br>Interim Assistant Department Chair<br>University of Louisville<br>Department of Middle and Secondary Education         | 2017-present<br>2018 |
| <b>Visiting Scholar</b><br>University of Birmingham (United Kingdom)<br>Department of Education and Social Justice<br>MOSAIC Group for Research on Multilingualism | January-March 2020   |
| <b>Assistant Professor</b><br>University of Louisville<br>Department of Middle and Secondary Education   | 2012-2017            |

Courses taught: Classroom Discourse Analysis; Literacy Research and Theory; Middle and High School English Methods; Teaching Adolescent Readers; Capstone Seminar; Student Teaching Supervision

Independent Studies: Methods of Narrative Inquiry & Analysis; Ethnographic Methods; Advanced Research in Composition; Language Brokering; Identity Studies in Education; Advanced Literacy Research and Theory; Teaching Anne Frank; Teaching Apprenticeship; Research Apprenticeship; Research Writing; Advanced Qualitative Methods

**Assistant Professor** 2010-2012  
Morehead State University  
Department of English

Courses taught: Teaching Literature in the Secondary Schools; Teaching Writing in the Secondary Schools; Studies in English for Teachers; Teaching Writing in Elementary and Middle Schools; Writing I; Writing II; Clinical Practice; Special Topics

**Teaching Fellow, English Education** 2007-2010  
University of Pittsburgh  
Department of Instruction and Learning

Courses taught: Research Seminar for MAT Interns; Psychology of Learning and Development for Education; Shared Inquiry in English Education; Student Teaching Seminar: English or Communications Education; Teaching Lab: English or Communications Education; Introduction to English or Communications Education

**Graduate Student Researcher** 2008-2010  
University of Pittsburgh  
Learning Research and Development Center

**Graduate Student Researcher** 2006-2008  
University of Pittsburgh  
Department of Instruction and Learning

**Student Teaching Supervisor, English Education** 2006-2007  
University of Pittsburgh  
Department of Instruction and Learning

**Secondary English Teacher** 2003-2006  
Juan Diego Catholic High School  
Draper, Utah

**Lecturer, German** 2002-2003  
University of Chicago  
Department of Germanic Studies

## PUBLICATIONS

(\*indicates a graduate student co-author at time of submission. \*\*indicates an undergraduate student co-author at time of submission. †indicates a practicing teacher co-author at time of submission.)

### ARTICLES (PEER-REVIEWED)

- Spector, K., **Chisholm, J. S.**, Griffin, K., Whitmore, K. F., †Cassada, A., †Brow, T., \*\*Orosco, J., & \*\*Regan, A. (revise and resubmit). Literature, visual-verbal journals, and literacies of well-becoming. Submitted to *Pedagogies: An International Journal*.
- Olinger, A. R., Heron-Hruby, A., **Chisholm, J. S.**, \*\*Dungan, B., \*\*Conn, H., & †Nitishin, J. (revise and resubmit). How do I want to be read? Autobiographical and discursive selves in preservice English teachers' embodied actions and written feedback to high school writers. Submitted to *Linguistics and Education*.
- Gast, M., **Chisholm, J. S.**, & \*Sivira-Gonzalez, Y. (2022). Racialization of ESL students in a diverse school and multilingual Latina/o peer mentors. *Race Ethnicity and Education*. <https://doi.org/10.1080/13613324.2022.2069737>
- Gast, M. J., **Chisholm, J. S.**, \*Sivira-Gonzalez, Y., & \*Douin, T. (2022). Racialized moments in qualitative interviews: Confronting colour-blind and subtle racism in real time. *International Journal of Research & Method in Education*, 45(3), 284-296. <https://doi.org/10.1080/1743727X.2022.2046726>
- Cook, M. P., **Chisholm, J. S.**, & \*Rose-Dougherty, T. (2022). Preservice teachers and discursive shielding during critical conversations. *Journal of Curriculum and Pedagogy*. <https://doi.org/10.1080/15505170.2022.2042878>
- Chisholm, J. S.**, & Cook, M. P. (2021). Examining readers' critical literature circle discussions of *Looking for Alaska*. *Journal of Adolescent and Adult Literacy*, 65(2), 119-128. <https://doi.org/10.1002/jaal.1169>
- Chisholm, J. S.**, Jamner, J., & Whitmore, K. F. (2021). Amplifying students' musical identities, meanings, and memories. *English Journal*, 110(4), 45-52.
- Heron-Hruby, A., **Chisholm, J. S.**, & Olinger, A. R. (2020). "It doesn't feel like a conversation": How digital field experiences disrupt preservice teachers' conceptions of writing response. *English Education*, 53(1), 72-93.
- Whitmore, K. F., **Chisholm, J. S.**, & \*Fletcher, L. (2020). Fostering, activating, and curating: Approaching books about social injustices with the arts. *Language Arts*, 98(1), 7-19.
- Shelton, A. L., Sheffield, C., & **Chisholm, J. S.** (2020). From image to inference: Three eighth grade students' meaning making with an informational history-themed graphic novel. *Social Studies Teaching and Learning*, 1(1), 18-42.
- Foster, M., \*Halliday, L., \*†Baize, J., & **Chisholm, J. S.** (2020). The heuristic for thinking about culturally responsive teaching (HiTCRiT). *Multicultural Perspectives*, 22(2), 68-78. <https://doi.org/10.1080/15210960.2020.1741370>
- Chisholm, J. S.**, Olinger, A. R., & Heron-Hruby, A. (2019). "I didn't want to make them feel wrong in any way": Preservice teachers craft digital feedback on sociopolitical perspectives in student texts. *Contemporary Issues in Technology and Teacher Education*, 19(4), 605-639.

- Chisholm, J. S.**, Alford, J., \*Halliday, L., & Cox, F. (2019). Teacher agency in English language arts teaching: A scoping review of the literature. *English Teaching: Practice & Critique*, 18(2), 124-152. <https://doi.org/10.1108/ETPC-05-2019-0080>
- Whitmore, K. F., **Chisholm, J. S.**, Laman, T. T., & Davis, T. R. (2019). Are we really teaching for social justice and equity? A poem for five voices. *Talking Points*, 30(2), 19-22.
- Chisholm, J. S.**, & Whitmore, K. F. (2018). Visual learning analysis: Using digital photography to analyze middle level students' social-emotional learning and engagement. *Voices from the Middle*, 25(4), 34-38.
- Whitmore, K. F., **Chisholm, J. S.**, \*†Baize, J. P. (2018). Standing next to Anne Frank to promote social and emotional learning. *English Leadership Quarterly*, 40(4), 6-9.
- Chisholm, J. S.**, Whitmore, K. F., Laman, T. T., & Davis, T. R. (2018). Images and words that reveal one pre-service teacher's ideological becoming. *National Teacher Education Journal*, 11(2), 41-52.
- Chisholm, J. S.**, & Olinger, A. R. (2017). "She's definitely the artist one": How learner identities mediate multimodal composing. *Research in the Teaching of English*, 52(2), 122-155.
- Chisholm, J. S.**, \*Shelton, A. L., & Sheffield, C. (2017). Mediating emotive empathy with informational text: Three students' think aloud protocols of *Gettysburg: The graphic novel*. *Journal of Adolescent and Adult Literacy*, 61(3), 289-298. <https://doi.org/10.1002/jaal.682>
- Chisholm, J. S.**, & \*Shelton, A. L. (2016). Backchanneling technology: Transforming students' participation during discussions of *If I Grow Up*. *The ALAN Review*, 43(3), 22-34.
- Chisholm, J. S.**, Whitmore, K. F., \*Shelton, A., & \*†McGrath, I. (2016). Moving interpretations: Using drama-based arts strategies to deepen learning about *The Diary of a Young Girl*. *English Journal*, 105(5), 35-41.
- Chisholm, J. S.**, & \*Loretto, A. J. (2016). Tensioning interpretive authority during dialogic discussions of literature. *L1: Educational Studies in Language and Literature*, 16, 1-32. <https://doi.org/10.17239/L1ESLL-2016.16.02.04>
- Chisholm, J. S.**, & Whitmore, K. F. (2016). Bodies in space/bodies in motion/bodies in character: Adolescents bear witness to Anne Frank. *International Journal of Education and the Arts*, 17(5), 1-31.
- Chisholm, J. S.**, & †Quillen, B. (2016). Digitizing the fishbowl: An approach to dialogic discussion. *English Journal*, 105(3), 88-91.
- \*\*Flaherty, S. E., & **Chisholm, J. S.** (2015). An analysis of text complexity in young adult literature. *Kentucky English Bulletin*, 64(2), 5-13.
- Sheffield, C., **Chisholm, J. S.**, & Howell, P. (2015). More than superheroes and villains: Graphic novels and multimodal literacy in social studies education. *Social Education*, 79(3), 147-150.
- Chisholm, J. S.**, & \*Keller, B. K. (2014). Making connections during transactional discussion: Adolescents' empathic responses to *13 Reasons Why*. *The ALAN Review*, 42(1), 24-34.
- Chisholm, J. S.**, & McPherson, L. (2014). Leading through dialogue: Reflections on a yearlong mentoring program in English education. *English in Texas*, 44(1), 74-78.

- Chisholm, J. S., & †Trent, B.** (2013). Digital storytelling in a place-based composition course. *Journal of Adolescent & Adult Literacy*, 57(4), 307-318.  
<https://doi.org/10.1002/jaal.244>
- Chisholm, J. S., & †Trent, B.** (2012). “Everything affects . . . everything”: Promoting critical perspectives toward bullying with *13 Reasons Why*. *English Journal*, 101(6), 75-80.
- \*Loretto, A., & **Chisholm, J. S.** (2012). Learning to teach generative meaning-making through multimodal inquiry. *English Teaching: Practice and Critique*, 11(1), 136-149.
- Chisholm, J. S., & Godley, A. J.** (2011). Learning about language through inquiry-based discussion: Three bidialectal high school students’ talk about dialect variation, identity, and power. *Journal of Literacy Research*, 43(4), 430-468.  
<https://doi.org/10.1177/1086296X11424200>
- Chisholm, J. S.** (2011). A profile of three high school students’ talk about literature during multimodal instructional activities and whole-class text-based discussions. In P. J. Dunston, L. B. Gambrell, S. K. Fullerton, V. R. Gillis, K. Headley, & P. M. Stecker, (Eds.), *60<sup>th</sup> Yearbook of the Literacy Research Association* (pp. 245-262). Oak Creek, WI: Literacy Research Association.

## BOOKS

- Spector, K., **Chisholm, J. S.**, & Whitmore, K. F. (under contract). *Literature as interference: Learning and teaching with the arts for social justice*. Routledge.
- Chisholm, J. S.**, & Whitmore, K. F. (2018). *Reading challenging texts: Layering literacies through the arts*. Urbana, IL: National Council of Teachers of English; New York, NY: Routledge.

## BOOK CHAPTERS

- Chisholm, J. S.**, Gast, M. J., & Shelton, A. L. (2022). Culturally responsive caring and emergent tensions in a bilingual mentoring program in a diverse school. In V. Vasudevan, N. Gross, P. Nagarajan, & K. Clonan-Roy (Eds.), *Care-based methodologies: Reimagining qualitative research with youth in US schools* (pp. 159-171). New York, NY: Bloomsbury.
- Chisholm, J. S.**, & Whitmore, K. F. (2021). Critical arts-literacies in classrooms: Moving with abduction, imagination, and emotion across modalities. In J. Z. Pandya, R. A. Mora, J. Alford, N. A. Golden, & R. S. de Roock (Eds.), *The handbook of critical literacies* (pp. 317-326). New York, NY: Routledge.
- \*†Baize, J., & **Chisholm, J. S.** (2020). “It’s important for people to see these types of issues on their own”: Soundings during multimodal composing. In K. F. Whitmore & R. J. Meyer, (Eds.), *Reclaiming literacies as meaning-making: Manifestations of values, identities, relationships, and knowledge* (pp. 208-211). New York, NY: Routledge.
- Whitmore, K. F., & **Chisholm, J. S.** (2020). Emotional engagement as manifested in students’ bodies: The visual learning analysis. In K. F. Whitmore & R. J. Meyer, (Eds.), *Reclaiming literacies as meaning-making: Manifestations of values, identities, relationships, and knowledge* (pp. 23-32). New York, NY: Routledge.

- Chisholm, J. S.** (2018). Using backchanneling technology to facilitate dialogic discussions of literature. In E. Ortlieb, E. H. Cheek, & P. Semingson (Eds.), *Best practices in teaching digital literacies (Literacy Research, Practice, and Evaluation, Vol. 9)* (pp. 75-92). Bingley, UK: Emerald Group Publishing Limited.
- Chisholm, J. S.** (2014). The roles of time and task in shaping adolescents' talk about texts. In C. Compton-Lilly & E. Halverson, (Eds.), *Time and space in literacy research* (pp. 152-165). New York, NY: Routledge.

## EDITORIAL INTRODUCTIONS

- Spector, K., **Chisholm, J. S.**, & Whitmore, K. F. (2021). Preface: Meeting the ethical demands of the present. *Literacy Research: Theory, Method, and Practice*, 70, 9-13.  
<https://doi.org/10.1177/23813377211040387>
- Chisholm, J. S.**, & Alford, J. (2019). Editorial introduction to special issue on teacher agency. *English Teaching: Practice & Critique*, 18(2), 122-123. <https://doi.org/10.1108/ETPC-06-2019-186>

## POSITION STATEMENTS

- Whitmore, K. F., †Brewer, B., Caldas, B., & **Chisholm, J. S.** (2020). *Drama-based literacies: Position statement*. Urbana, IL: National Council of Teachers of English.

## EVALUATION REPORTS/POLICY BRIEFS

- Gast, M. J., **Chisholm, J. S.**, \*Sivira-Gonzalez, Y., & \*Allen, J. (2020, June). *Peers making change: Bilingual youth mentoring English learners*. Policy Brief submitted to Enid Trucios-Haynes and Cate Fosl, Cooperative Consortium for Transdisciplinary Social Justice Research, University of Louisville.
- Gast, M. J., **Chisholm, J. S.**, and Arnold, A. L. (2019, October). *Transformative bilingual peer youth mentoring*. Policy Brief submitted to Enid Trucios-Haynes and Cate Fosl, Cooperative Consortium for Transdisciplinary Social Justice Research, University of Louisville.
- Chisholm, J. S.**, & Whitmore, K. F. (2017, December). *A national model for teaching Anne Frank in U.S. middle schools*. Executive Summary and Evaluation Report submitted to Jeff Polson, Executive Director, Jewish Heritage Fund for Excellence.
- Chisholm, J. S.**, Whitmore, K. F., \*Shelton, A., \*McGrath, I., & \*Ousley, C. (2015, May). *Anne Frank: Bearing Witness*. Executive Summary and Evaluation Report submitted to Jeffrey Jamner, Senior Director, School Programs, The Kentucky Center for the Performing Arts.

## CURRICULUM

- Landay, E., Whitmore, K. F., **Chisholm, J. S.**, Joiner, K., Whittaker, F., McCrae, T., & Jamner, J. (2015, October). Professional Development Curriculum: Anne Frank and Eva Schloss Curriculum Binder. Louisville, KY: Kentucky Center for the Performing Arts.

**ARTICLES (IN PREPARATION)**

- Gast, M. J., **Chisholm, J. S.**, & \*Sivira-Gonzalez, Y. (in preparation). Navigating and brokering: African and Latina/o multilingual youth and the expansion of familial capital.
- Chilton, E. H., & **Chisholm, J. S.** (in preparation). Language portraits: Multimodal representations of linguistic repertoires.
- \*Rose-Dougherty, T., Cook, M. P., & **Chisholm, J. S.** (in preparation). Reflective incident reports and critical literacy in preservice teacher education.

**INTERNATIONAL AND NATIONAL CONFERENCE PRESENTATIONS  
(PEER-REVIEWED)**

- \*Rose-Dougherty, T., **Chisholm, J. S.**, & Cook, M. P. (2022, December). *Preservice teachers' critical emotional responses to student teaching incidents*. Paper accepted for presentation at the meeting of the Literacy Research Association, Phoenix, AZ.
- \*Rose-Dougherty, T., **Chisholm, J. S.**, & Cook, M. P. (2022, July). *"I failed to reach them": Emotion and PSTs' reflections on critical incidents in student teaching*. Paper presented at the meeting of the English Language Arts Teacher Educators, Louisville, KY.
- Boyd, A., Celaya, A., **Chisholm, J. S.**, Clark, C., Cook, M. P., Dunn, M., Gonzalez, C., Hochstetler, S., Land, C., McKenzie, C., & Parton, C. (2022, July). *Making a homeplace: A collaborative of ELA educators across (precarious) contexts*. Paper presented at the meeting of the English Language Arts Teacher Educators, Louisville, KY.
- Cook, M. P., & **Chisholm, J. S.** (2022, November). When methods courses go public...and gradeless: Making authenticity and equity central to teacher preparation. Paper accepted for presentation at the meeting of the National Council of Teachers of English, Anaheim, CA.
- Cook, M. P., **Chisholm, J. S.**, & \*Rose-Dougherty, T. (2021, December). *Protective discourse moves as "shielding" in PST talk on YAL*. Paper presented at the meeting of the Literacy Research Association, Atlanta, GA.
- Griffin, K., Whitmore, K. F., **Chisholm, J. S.**, & Spector, K. (2021, November). *Making meaning visible: Visual verbal journals that activate social emotional and social justice responses to children's and adolescent literature*. Paper presented at the meeting of the National Council of Teachers of English, Online.
- Chisholm, J. S.**, Gast, M. J., & Shelton, A. L. (2021, April). *Negotiating emergent tensions and supporting culturally responsive caring in a bilingual mentoring program*. Paper presented at the meeting of the American Educational Research Association, Online.
- Gast, M., **Chisholm, J. S.**, & \*Sivira, Y. (2021, April). Multilingual peer mentoring, symbolic violence, and racialization of "ESL students" in a diverse school. Paper presented at the meeting of the Southeastern Immigration Studies Association, Online.
- Chisholm, J. S.**, & Cook, M. P. (2020, November). *Using critical literature circles to examine preservice teachers' youth ideologies in Looking for Alaska*. Paper accepted for presentation at the meeting of the National Council of Teachers of English, Denver, CO.
- Gast, M. J., **Chisholm, J. S.**, Sivira, Y., & Allen, J. (2020, April). *Bilingual peer mentoring, symbolic violence, and racialization of ESL students in a diverse school*. Paper accepted for presentation at the meeting of the Southern Sociological Society, Jacksonville, FL.

- Gast, M. J., **Chisholm, J. S.**, Sivira, Y., & Allen, J. (2020, February). *Bilingual peer mentoring, symbolic violence, and racialization of ESL students in a diverse school*. Paper presented at the meeting of the Sociology of Education Association, Pacific Grove, CA.
- Chisholm, J. S.**, Alford, J., & \*Halliday, L. (2019, December). *Agency in English language arts teaching: A scoping review of the literature*. Paper presented at the meeting of the Literacy Research Association, Tampa, FL.
- Heron-Hruby, A., Olinger, A. R., & **Chisholm, J. S.** (2019, December). *Digital dialogue, digital identities: Tensions in learning to respond to student writing*. Paper presented at the meeting of the Literacy Research Association, Tampa, FL.
- Chisholm, J. S.**, Whitmore, K. F., & \*Fletcher, L. (2019, December). *Mediating transformative learning from challenging texts like Towers Falling with the arts*. Paper presented at the meeting of the Literacy Research Association, Tampa, FL.
- Sheffield, C. C., Arnold, A. L., & **Chisholm, J. S.** (2019, November). *Captain America, Iron Man, and civics: Superheroes in the classroom*. Paper submitted for presentation at the meeting of the National Council for the Social Studies, Austin, TX.
- Foster, M., \*Halliday, L., \*Baize, J., & **Chisholm, J. S.** (2019, July). *Developing, contextualizing/understanding, and planning a heuristic for culturally responsive pedagogies*. Symposium presented at the first inaugural meeting of the Tennessee National Association for Multicultural Education, Cookeville, TN.
- Heron-Hruby, A., **Chisholm, J. S.**, & Olinger, A. R. (2019, April). *Conceptualizing online writing feedback: Teacher candidates' digital responses to high school student writers*. Paper presented at the meeting of the American Educational Research Association, Toronto, ON.
- Whitmore, K. F., & **Chisholm, J. S.** (2019, April). *Activating empathetic and justice-oriented ways of knowing: Teachers' and students' arts-based responses to Towers Falling*. Paper presented at the meeting of the American Educational Research Association, Toronto, ON.
- Sheffield, C. C., **Chisholm, J. S.**, & Arnold, A. L. (2018, December). *March, Maus, and more: Developing historical literacy with graphic memoirs*. Paper presented at the meeting of the National Council for the Social Studies, Chicago, IL.
- Heron-Hruby, A., & **Chisholm, J. S.** (2018, November). *Learning to teach writing using digital mediation*. Paper presented at the meeting of the National Council of Teachers of English, Houston, TX.
- Whitmore, K. F., & **Chisholm, J. S.** (2018, November). *Teaching and learning from challenging texts through the arts*. Paper presented at the meeting of the National Council of Teachers of English, Houston, TX.
- Sheffield, C., **Chisholm, J. S.**, & \*Shelton, A. L. (2017, November). *Caring for the past: Mobilizing emotive empathy with an informational graphic novel*. Paper presented at the meeting of the College and University Faculty Assembly of the National Council for the Social Studies, San Francisco, CA.
- Whitmore, K. F., & **Chisholm, J. S.** (2017, June). *Embodiment and emotion in arts-infused literacy learning: Adolescents engage with the Anne Frank narrative*. Paper presented at the 12<sup>th</sup> International Conference on the Arts in Society, Paris, France.



- Chisholm, J. S.**, Whitmore, K. F., \*Baize, J., & \*Jacobs, A. (2017, May). *Documenting, researching, and understanding arts-based inquiry with the Visual Learning Assessment*. Paper presented at the meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Sheffield, C., \*Shelton, A. L., & **Chisholm, J. S.** (2017, February). *Eighth grade students' meaning making with an informational history-themed graphic novel*. Paper presented at the meeting of the International Society for the Social Studies, Orlando, FL.
- Chisholm, J. S.**, Whitmore, K. F., \*Shelton, A. L., & \*Baize, J. (2016, December). *Visual, embodied, and empathetic literacies: Research methods to understand how adolescents see, become, and feel challenging texts*. Paper presented at the meeting of the Literacy Research Association, Nashville, TN.
- Chisholm, J. S.**, Sheffield, C., & \*Shelton, A. L. (2016, December). *Mobilizing emotive empathy with informational text: Three middle school students' think aloud protocols of Gettysburg: The Graphic Novel*. Paper presented at the meeting of the Literacy Research Association, Nashville, TN.
- Whitmore, K. F., **Chisholm, J. S.**, Joiner, K., Whittaker, F., \*Shelton, A., & \*McGrath, I. (2016, November). *Integrating the arts to layer embodied and empathetic literacies: Middle school learners read Anne Frank*. Paper presented at the meeting of the National Council of Teachers of English, Atlanta, GA.
- Whitmore, K. F., & **Chisholm, J. S.** (2016, August). *Engaged, embodied, and empathetic literacies learning: Evidence from four drama-infused instructional units about the Anne Frank narrative*. Paper presented at the 3rd Baltic Sea/17th Nordic Literacy Conference, Turku/Åbo, Finland.
- Chisholm, J. S.**, & Whitmore, K. F. (2016, May). *Examining embodiment in process drama with the semiotic photo response protocol*. Paper presented at the meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Chisholm, J. S.**, & Whitmore, K. F. (2016, April). *Lines of flight in moments of embodied literacy as eighth graders study Anne Frank*. Poster presented at the meeting of the American Educational Research Association, Washington, DC.
- Whitmore, K. F., & **Chisholm, J. S.** (2016, February). *Using arts-based methods to extend verbocentric analysis: The semiotic photo response protocol*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Ypsilanti, MI.
- Whitmore, K. F., & **Chisholm, J. S.** (2015, May). *Doors and gates: Thinking with theory about identity, place, and power in diverse families*. Paper presented at the meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Chisholm, J. S.**, & \*Quillen, B. (2015, April). *A positive discourse analysis of adolescents' use of backchanneling technology during literary discussions*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Davis, T. R., **Chisholm, J. S.**, Laman, T. T., Whitmore, K. F., Weiland, I., & Stevens, A. (2015, April). *Shifting identity positions and ideological becoming in preservice teachers' multimodal conceptualizations of teaching*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Chisholm, J. S.** (2015, February). *Using backchanneling technology to transform teacher facilitation of inquiry-based discussions*. Paper presented at the meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.

- Chisholm, J. S.**, Whitmore, K. F., \*McGrath, I., & \*Shelton, A. (2015, February). *Using arts-based literacies to develop, embody, and transmediate empathy in middle grades ELA classrooms*. Paper presented at the meeting of the Journal of Language and Literacy Education, Athens, GA.
- Chisholm, J. S.**, Davis, T. R., Jacobi-Vessels, J. L., Laman, T., Weiland, I. S., & Whitmore, K. F. (2014, December). *Ideological becoming in teacher education: Documenting preservice teachers' identity shifts*. Paper presented at the meeting of the Literacy Research Association, Marco Island, FL.
- Whitmore, K. F., **Chisholm, J. S.**, & \*Andris, J. (2014, April). *Parents as researchers and storytellers: The composing stories project*. Paper presented at the 17<sup>th</sup> International Roundtable on School, Family, and Community Partnerships, Philadelphia, PA.
- Chisholm, J. S.**, & \*Keller, B. L. (2014, April). *Leveraging high school students' empathic responses to young adult literature: Speaking and listening for the 21<sup>st</sup> century*. Paper presented at the meeting of the American Educational Research Association, Philadelphia, PA.
- Chisholm, J. S.**, Whitmore, K. F., \*Overstreet, M., & \*Andris, J. (2014, January). *Parents as researchers and storytellers: The composing stories project*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Elmhurst, IL.
- Chisholm, J. S.**, Norton-Meier, L. A., & Whitmore, K. F. (2013, October). *Challenging expectations about literacy learning in urban communities: Early findings from the Composing Stories Project*. Paper presented at the meeting of the Coalition of Urban and Metropolitan Universities, Louisville, KY.
- Chisholm, J. S.**, & \*Loretto, A. (2013, April). *Shifting interpretive authority across inquiry-based literary discussions*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Chisholm, J. S.**, & \*Loretto, A. (2013, February). *Hinting, probing, and carrying the cognitive load: How talk during literary discussions prevents and promotes interpretive authority*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Columbus, OH.
- Chisholm, J. S.**, & Trent, B. (2012, November). *Digital storytelling and the concept of place: A Vygotskian perspective on high school students' multimodal compositions*. Paper presented at the meeting of the Literacy Research Association, San Diego, CA.
- Chisholm, J. S.**, & Trent, B. (2012, November). *From text to world: Using young adult literature to promote critical perspectives toward bullying*. Paper presented at the meeting of the National Council of Teachers of English, Las Vegas, NV.
- Chisholm, J. S.**, & Trent, B. (2012, February). *Conceptualizing place: A case study of a non-fiction, place-based composition course in a rural Appalachian high school*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Tuscaloosa, AL.
- Coaplen, C., & **Chisholm, J. S.** (2011, October). *Establishing a community of practice through experiential learning activities*. Paper presented at the meeting of the International Society for Exploring Teaching and Learning, San Diego, CA.
- Chisholm, J. S.** (2011, June). *Negotiating learner identities during collaborative multimodal instructional activities*. Paper presented at the meeting of the International Society for Language Studies, Oranjestad, Aruba.

- Chisholm, J. S., & Coaplen, C.** (2011, April). *Fortunate outcomes: Collaborative inquiry and critical thinking in response to multi-modal and experiential learning*. Paper presented at the meeting of the College English Association, St. Petersburg, FL.
- Chisholm, J. S.** (2011, February). *Time, task, and text: A study of adolescents' talk about literature in small group, whole class, and interview settings*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Madison, WI.
- Chisholm, J. S.** (2010, December). *A profile of three high school students' talk about literature during multimodal instructional activities and whole class text-based discussions*. Paper presented at the meeting of the Literacy Research Association, Fort Worth, TX.
- Chisholm, J. S.** (2010, November). *Professing, enacting and resisting learner identities during collaborative inquiry activities*. Paper presented at the L. Ramon Veal Research Roundtable of the meeting of the National Council of Teachers of English, Orlando, FL.
- Chisholm, J. S.** (2010, April). *Leveraging adolescents' multimodal literacies to promote dialogic discussions of literature in one secondary English classroom*. Poster presented at the meeting of the American Educational Research Association, Denver, CO.
- Chisholm, J. S.** (2010, February). *Unraveling the "instructional dynamic" through classroom discourse analysis: A case of multimodal literacy research in education*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Pittsburgh, PA.
- Chisholm, J. S., & Godley, A. J.** (2009, June). *Dialect variation, identity and power: A discourse analysis of bidialectal high school students' small group discussion*. Paper presented at the meeting of the International Society for Language Studies, Orlando, FL.
- Chisholm, J. S., & Godley, A. J.** (2009, April). *What do bidialectal high school students learn about language variation, identity and power through inquiry-based discussion? A case study*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.
- Chisholm, J. S., & Godley, A. J.** (2009, February). *Promoting critical perspectives toward language, identity, and power through small group discussions among bidialectal high school students*. Paper presented at the meeting of the National Council of Teachers of English Assembly for Research, Los Angeles, CA.

#### INTERNATIONAL AND NATIONAL CONFERENCE PRESENTATIONS (INVITED)

- Whitmore, K. F., & **Chisholm, J. S.** (2020, July). *Layering literacies through the arts to get students moving, thinking, and feeling*. Paper presented at the South Dakota Council of Teachers of English (SDCTE) Summer YOUiversity. Online.
- Chisholm, J. S., & Whitmore, K. F.** (2020, April). *Documenting emotional and embodied engagement during arts-based inquiry*. Paper presented at the Centre for Inclusion, Childhood, and Youth, University of Leeds, United Kingdom (canceled due to coronavirus pandemic).

- Chisholm, J. S.,** Gast, M. J., Sivira, Y., & Allen, J. (2020, February). *Bilingual peer mentoring, symbolic power, and racialization of ESL students in a diverse school*. Paper presented at the MOSAIC Group for Research on Multilingualism Seminar Series, University of Birmingham, United Kingdom.
- Chisholm, J. S.,** Olinger, A. R., & Heron-Hruby, A. (2020, February). *"I didn't want to make them feel wrong in any way": Preservice teachers' digital feedback on sociopolitical perspectives in student texts*. Paper presented at the Lancaster Literacy Research Centre, University of Lancaster, United Kingdom.

### REGIONAL CONFERENCE PRESENTATIONS (INVITED)

- Chisholm, J. S.** (2018, March). *Tenure and promotion with community engaged research*. Panel presented at the University of Louisville Community Engagement Symposium, Louisville, KY.
- Chisholm, J. S.,** & Whitmore, K.F. (2018, March). *Reading challenging texts: Layering literacies through the arts*. Paper presented at The Kentucky Center for the Performing Arts, Bearing Witness Summit, Louisville, KY.
- Whitmore, K. F., & **Chisholm, J. S.** (2017, January). *Research methods to understand middle grades readers' semiotic awareness*. Paper presented at the University of Louisville's Discourse & Semiotics Workshop, Louisville, KY.
- Chisholm, J. S.,** & Olinger, A. R. (2016, January). *"She's the artist one": How learner identities mediate multimodal literacy activities*. Paper presented at the University of Louisville's Discourse & Semiotics Workshop, Louisville, KY.
- Whitmore, K. F., **Chisholm, J. S.,** Davis, T. R., & Laman, T. T. (2015, May). *Are we really teaching for social justice and equity? A poem for four voices*. Paper presented at the i2a Institute, Louisville, KY.
- Chisholm, J. S.** (2015, April). *Using digital tools to conduct community-engaged research in high school English classrooms*. Panel presentation for University of Louisville's Community-Engaged Scholar Series, "Leveraging your digital scholarship for community engagement," Louisville, KY.
- Chisholm, J. S.** (2014, December). *Using backchanneling technology to promote adolescents' response to literature during inquiry-based discussions*. Paper presented at the Nystrand-Offutt Scholar Banquet, Louisville, KY.
- Chisholm, J. S.,** & Whitmore, K. F. (2014, November). *Collaborating with parents and children as researchers and authors of their community stories*. Paper presented at the Kentucky Engagement Conference, Morehead, KY.
- Chisholm, J. S.,** & \*Keller, B. L. (2013, June). *Learning from high school students' talk during literature circle discussions: Empathy, personal projection, and hypothetical plotting*. Paper presented at the English Teacher Connection Conference, Morehead, KY.
- Chisholm, J. S.,** & Trent, B. (2012, September). *Digital storytelling in a place-based composition course*. Paper presented at the Kentucky Writing Project Conference on Literacy, Louisville, KY.
- Chisholm, J. S.** (2012, June). *A review of Text complexity: Raising rigor in reading by Fisher, Frey, and Lapp*. Paper presented at the English Teacher Connection Conference, Morehead, KY.

- Chisholm, J. S.** (2011, May). *Multimodal strategies for facilitating adolescents' interpretations of literary texts through inquiry-based discussions*. Paper presented at the English Teacher Connection Conference, Morehead, KY.
- \***Chisholm, J. S.**, & \*Loretto, A. (2010, March). *Working multimodal instruction into everyday literacy tasks: A study of student, teacher, and researcher learning opportunities*. Paper presented at the University of Pittsburgh Graduate School of Education Student Research Conference, Pittsburgh, PA.
- \***Chisholm, J. S.** (2008, March). *An ethnographic study of pre-service English language arts teachers' attitudes about the value of classroom discussion*. Paper presented at the University of Pittsburgh Graduate School of Education Student Research Conference, Pittsburgh, PA.

### FUNDED GRANTS

<i>School Bonding and Low-Income Students from Immigrant Families in a Peer-Mentoring Program</i> William T. Grant Foundation	2021-2023 (Co-PI, \$49,985)
<i>Social Bonding Among Low-Income Students from Immigrant Families in a Peer-Mentoring Program</i> Spencer Foundation	2021-2023 (Co-PI, \$49,984)
<i>Supporting Peer Mentoring with Low-Income, Immigrant Students During COVID-19</i> Engaged Scholarship Consortium	2020-2022 (Co-PI, \$5,000)
<i>Supporting Preservice English Teachers in Enacting a Sociocultural Approach to Teaching Writing</i> Research and Creative Productions Grant Morehead State University	2020-2021 (Co-PI, \$3,000)
<i>Bilingual Youth Mentoring English Learners</i> Research and Creative Activities Grant College of Arts & Sciences, University of Louisville	2019-2020 (Co-PI, \$2,000)
<i>Peers Making Change: Bilingual Youth Mentoring English Learners</i> Cooperative Consortium for Transdisciplinary Social Justice Research, University of Louisville	2019-2020 (Co-PI, \$7,500)
<i>Learning to Teach Writing Using Digital Mediation: Teacher Candidates as Online Writing Mentors for High School Students</i> Conference on English Education, NCTE	2018-2019 (Co-PI, \$2,500)
<i>A National Model for Teaching Anne Frank in U.S. Middle Schools</i> Jewish Heritage Fund for Excellence	2015-2016 (PI, \$56,500)

<i>Composing the Stories of Family Scholar House</i> Office of Community Engagement, University of Louisville	2014-2016 (Co-PI, \$5,500)
<i>Moving from Inquiry to Advocacy and Action: Increasing Progress Toward Graduating Culturally Responsive Teachers</i> Ideas to Action Implementation Grant, University of Louisville	2014-2015 (Co-PI, \$4,000)
<i>Multimodal Tools to Leverage Adolescents' Response to Young Adult Literature</i> ALAN Foundation, NCTE	2014-2015 (PI, \$1,492)
<i>Understanding Literacy and Early Childhood Education in Families Facing Intergenerational Poverty</i> University of Louisville	2013-2014 (Co-PI, \$38,000)
<i>Bullying and Suicide in Young Adult Literature</i> Research and Creative Productions Grant Morehead State University	2011 (PI, \$3,422)
<i>Building a Community of Practice through Multimodal Instructional Activities among First-Year College Writers</i> Scholarship of Teaching and Learning Grant Morehead State University	2010-2011 (Co-PI, \$2,000)

### FELLOWSHIPS, CONTRACTS, AND AWARDS

Faculty Favorite Nominee University of Louisville	2020-2021
Student Champion University of Louisville	2020-2021
<i>The 6 Practices of Highly Agentive Teachers</i> Queensland University of Technology (Australia) Office of Educational Research (OER) Research to Practice Translation Scheme	2020 (Co-PI, \$500)
<i>Arts-Literacy Academy</i> Summer Arts Academies PD (Danville, KY & Elizabethtown, KY) Kentucky Center for the Performing Arts	2019 (Co-PI, \$3,000)
<i>Anne Frank: Bearing Witness</i> Kentucky Center for the Performing Arts	2015-2016 (PI, \$4,000)

<i>Using Backchanneling Technology to Enhance Adolescents' Response to Literature during Inquiry-based Discussions</i> Nystrand-Offutt Scholar Award, Nystrand Center of Excellence in Education	2014-2015 (PI, \$4,715)
<i>Anne Frank: Bearing Witness</i> Kentucky Center for the Performing Arts	2014-2015 (PI, \$9,000)
<i>Leveraging Adolescents' Multimodal Literacies to Promote Dialogic Discussions of Literature in One Secondary English Classroom</i> Alumni Doctoral Fellowship University of Pittsburgh	2009 (PI, \$5,000)
Division C Graduate Student Seminar American Educational Research Association	2009 (\$350)
Phi Beta Kappa	2001

## DOCTORAL STUDENT EDUCATION

### Doctoral Dissertation Committee Chair/Co-Chair

Jonathan P. Baize, Ph.D., (2021, March). *"So how real can I get?": Obstacles and opportunities for teacher learners enacting culturally responsive pedagogy.*

Alysse C. Jacobs, Ph.D., (2019, November). *A case study of teachers in an innovative professional collaborative and the evolution of their curricular conceptions, practices, and agency.*

Ashley L. Shelton Arnold, Ph.D., (2017, October). *"It teaches them how to handle a conversation in the real world": An analysis of how identity performances shape classroom discussions.*

### Doctoral Dissertation Committee Member/Reader

Geena Constantin, Ph.D., (2022, April). *"We will work a lot, and you are so loved": Teacher perspectives on building positive relationship with students.*

Lauren E. Fletcher, Ph.D., (2021, October). *Manifestations of students' voices: Examining shifts, academic demands, and identity work in how students make themselves understood.*

Christina L. Angleton, Ph.D., (2019, June). *Pedagogies of possibility: A study reconceptualizing the teacher's role in a Reggio-inspired urban preschool classroom.*

Pamela B. Larkin, Ph.D., (2019, April). *Differences in student perceptions of learning environments across fully on-line versus blended course delivery formats.*

Emily L. Zuccaro, Ph.D., (2019, March). *Discourses in practice: A qualitative case study of an elementary ESL teacher and her four Congolese students.*

Irina V. McGrath, Ph.D., (2017, November). *The feelings we harbor—The role of collage in arousing powerful emotions in an ESL classroom.*

Bianca Nightengale-Lee, Ph.D., (2017, November). *Educating critically: Challenging the familiar contours of literacy teacher education.*

Marsha R. Buerger, Ph.D., (2017, July). *Former students discuss middle school science journalism: A qualitative study of personally meaningful disciplinary writing.*

William R. Thornburgh, Ph.D., (2017, April). *The role of the planetarium in students' attitudes, learning, and thinking about astronomical concepts.*

Winn C. Wheeler, Ph.D., (2016, April). *Adaptive schools: Investigating impact, continuity, and change in one school district.*

Amy R. Vujaklija, Ph.D., (2016, March). *Understanding through narrative inquiry: Storying a National Writing Project initiative.*

Sonya Burton, Ph.D., (2015, July). *Ideological becoming: Teach For America corps members' experiences of becoming culturally responsive teachers.*

Mikkaka Hardaway Overstreet, Ph.D., (2015, April). *Culture at the core: The impact of culturally relevant professional learning on teacher beliefs and practice. A collection of scholarly papers*

Debbie Anderson, Ph.D., (2014, December). *Reading achievement in a large urban district: An analysis of four reading programs on the reading growth of four reading ability groups.*

Tracy Busse, Ph.D., (2013, September). *Learning to enact text-based discussions: The development of preservice teachers' enactments during student teaching.*

### **Doctoral Program Committee Membership**

Tyra Deckard (Chair); Taylor Rose-Dougherty (Chair); Leah Halliday (Co-Chair); Yohimar Sivira-Gonzalez (Co-Chair); Kyrstin Price (Co-Chair); Jane Andris (Member); Amanda Lacey (Member); Mikkaka Hardaway Overstreet (Member); Amy R. Vujaklija (Member); William R. Thornburgh (Member); Sonya Burton (Member); Marsha R. Buerger (Member); Bianca Nightengale-Lee (Member); Irina V. McGrath (Member); Emily L. Zuccaro (Member); Christina L. Angleton (Member); Lauren E. Fletcher (Member); Geena Constantin (Member); Ashley L. Shelton Arnold (Co-Chair); Alysse C. Jacobs (Chair); Jonathan P. Baize (Chair).

### **Master of Arts Thesis Committee Membership**

Zachary Garrett Hardin (U of L, Department of English), MA, *Before your eyes* (April 23, 2013).



Abi John (U of L, Department of Communication), MA, *Student attitudes on social media and perception of instructor social media use* (April, 14, 2017).

**Summa Cum Laude Undergraduate Thesis Committee Membership**

Sarah Flaherty (U of L, Department of Middle and Secondary Education), BS, *Young adult literature: A place in the common core* (November 18, 2015).

Diana Lalata (U of L, Department of English), BA, *“Y’all and all these assessments is a little bit too much”*: *The effects of high-stakes testing on critical literacy pedagogy* (March 20, 2017).

**SERVICE - NATIONAL**

<b>Literacy Research Association</b> Member, Technology and Digital Communications Committee	2018-2021
<b>National Council of Teachers of English</b> Member, NCTE Position Statement Revision Writing Group Informal Classroom Drama	2020
<b>National Council of Teachers of English</b> Mentor, ELATE Mentoring Program for Early Career Scholars in English Language Arts Education	2018-2019
<b>National Council of Teachers of English</b> Mentor and Respondent, The Future is Now: Exploring 21 <sup>st</sup> Century Teaching Ideas with the Next Generation of English Teachers	2020-present
<b>National Council of Teachers of English</b> Member, Secondary Section Nominating Committee	2016-2017
<b>Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN)</b> ALAN Representative for Kentucky	2015-2018

**SERVICE - COMMUNITY**

<b>Fairdale High School (JCPS)</b> Member, Teaching & Learning Academy Advisory Board	2018-2019
<b>Fairdale High School (JCPS)</b> Professor-in-Residence	2018-2019
<b>Ohio Valley Educational Cooperative (OVEC)</b> Participant, English Language Arts Content Network	2012-2013

**Ohio Valley Educational Cooperative (OVEC)** 2012-2013  
Member, Middle School Literacy Academy Planning Committee

### SERVICE – COLLEGE & UNIVERSITY

**College of Education and Human Development** 2020-2023  
Member, Committee on Committees

**College of Arts and Sciences** 2019-present  
Member, Jewish Studies Steering Committee

**College of Education and Human Development** 2020-2023  
Member, Student Academic Grievance Committee

**College of Education and Human Development** 2017-2020  
Member, Standards and Admissions Committee

**College of Education and Human Development** 2018-2020  
Member, Offutt Scholar Review Board

**College of Education and Human Development** 2018-2019  
Member, Qualitative Methods Ad Hoc Committee

**College of Education and Human Development** 2015-2016  
Member, Grawemeyer Award in Education Selection Committee

**College of Education and Human Development** 2013-2016  
Member, Policy Review Committee

**College of Education and Human Development** 2014-2017  
Faculty Co-sponsor, Kentucky Education Association-Student Program (KEA-SP)

**University of Louisville Libraries** 2012-2013  
Member, Research Writing Conference Planning Committee

**Morehead State University** 2010-2012  
Program Review Coordinator for Kentucky Education Professional Standards Board,  
English Grades 8-12 Academic Program

**Morehead State University** 2010-2012  
Member, Teacher Education Council

**SERVICE - DEPARTMENT**

<b>Department of Elementary, Middle &amp; Secondary Teacher Education</b> Chair, EMSTEd Department Chair Search Committee	2021-2022
<b>Department of Elementary, Middle &amp; Secondary Teacher Education</b> Member, Personnel Committee	2019-present
<b>Department of Elementary, Middle &amp; Secondary Teacher Education</b> Member, Holmes Scholars Advisory Committee	2020
<b>Department of Middle &amp; Secondary Education</b> Member, Personnel Committee	2014-2015, 2017-2019
<b>Division of Teaching &amp; Learning</b> Coordinator, Languages, Literacies, Communities, and Cultures (L2C2) Program	2017-present
<b>Division of Teaching &amp; Learning</b> Member, Curriculum & Instruction Doctoral Program Committee	2012-2015, 2017-present
<b>Division of Teaching &amp; Learning</b> Member, Leadership Committee	2018
<b>Division of Teaching &amp; Learning</b> Member, Initial Teacher Certification Committee	2018
<b>Department of Middle &amp; Secondary Education</b> Member, Middle and Secondary Placement Coordinator Search Committee	2015
<b>Division of Teaching &amp; Learning</b> Member, Languages, Literacies, Communities, and Cultures (L2C2) Program	2013-2016
<b>Department of Middle &amp; Secondary Education</b> Member, Ad Hoc English Language Arts Prerequisites Review Committee	2015
<b>Department of Early Childhood and Elementary Education</b> Member, Assistant/Associate Professor Search Committee	2014
<b>Department of Middle and Secondary Education</b> Member, Instructor Search Committee	2013-2014
<b>Department of English, Morehead State University</b> Chair, Teacher Education Program English Education Admissions Interview Committee	2010-2012
<b>Department of English, Morehead State University</b> Member, General Education Writing Committee	2010-2012

<b>Department of English, Morehead State University</b> Member, Undergraduate English Committee	2010-2012
<b>Department of English, Morehead State University</b> Member, Graduate English Committee	2010-2012
<b>Department of English, Morehead State University</b> Faculty Advisor, Tau Omega Epsilon, English Education Honor Society	2011-2012
<b>Department of English, Morehead State University</b> Member, Assistant Professor Search Committee	2012

### EDITORIAL

<b><i>Literacy Research: Theory, Method, and Practice</i></b> Lead Co-Editor Volumes 70-72	2020-2023
<b><i>English Teaching: Practice &amp; Critique</i></b> Guest Co-Editor, Special Issue on Teacher Agency Volume 18, Issue 2, pp. 122-278	2019
<b><i>English Teaching: Practice &amp; Critique</i></b> Editorial Review Board Member	2018-present
<b><i>Reading Horizons: A Journal of Literacy and Language Arts</i></b> Editorial Review Board Member	2016-present
<b><i>Journal of Adolescent and Adult Literacy</i></b> Editorial Review Board Member	2015-present
<b><i>The ALAN Review</i></b> Editorial Review Board Member	2014-2020
<b><i>Literacy Research: Theory, Method, &amp; Practice</i></b> Editorial Advisory Review Board Member	2013-2020
<b>National Council of Teachers of English (NCTE)</b> Books Program Reviewer	2017-present
<b>National Council of Teachers of English (NCTE)</b> Quick Resource Guide (QRG) Program Reviewer	2019-present
<b><i>Pedagogies: An International Journal</i></b> Ad Hoc Manuscript Reviewer	2020-present

<i>Language &amp; Education</i> Ad Hoc Manuscript Reviewer	2017-present
<i>Linguistics and Education</i> Ad Hoc Manuscript Reviewer	2018-present
<i>Classroom Discourse</i> Ad Hoc Manuscript Reviewer	2019-present
<i>L1: Educational Studies in Language and Literature</i> Ad Hoc Manuscript Reviewer	2015-present
<i>The New Educator</i> Ad Hoc Manuscript Reviewer	2019-present
<i>English Education</i> Ad Hoc Manuscript Reviewer	2012-present
<i>English Teaching: Practice &amp; Critique</i> Ad Hoc Manuscript Reviewer	2016-2018
<i>Journal of Literacy Research</i> Ad Hoc Manuscript Reviewer	2011
<i>Language Arts</i> Ad Hoc Manuscript Reviewer	2021
<i>Action in Teacher Education</i> Ad Hoc Manuscript Reviewer	2020-present
<i>Equity &amp; Excellence in Education</i> Ad Hoc Manuscript Reviewer	2021-present

#### CONFERENCE PROPOSAL REVIEW

<b>Literacy Research Association</b> Annual Research Conference Proposal Reviewer	2011-2014, 2019
<b>New Ways of Analyzing Variation</b> Linguistics and Education Conference Proposal Reviewer	2013
<b>National Council of Teachers of English Assembly for Research</b> Annual Research Conference Proposal Reviewer and Committee Volunteer	2010

## **PROFESSIONAL ORGANIZATIONS**

American Educational Research Association (AERA)

Literacy Research Association (LRA)

National Council of Teachers of English (NCTE)

    Assembly for Research (NCTEAR)

    English Language Arts Teacher Educators (ELATE)

    Assembly on Literature for Adolescents of the NCTE (ALAN)

International Literacy Association (ILA)

Center for Expansion of Language and Thinking (CELT)