

NATASHA A. HENY, Ph.D.
University of Virginia
School of Education & Human Development
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CURRENT APPOINTMENT

Associate Professor, General Faculty May 2020
University of Virginia, School of Education & Human Development
Department of Curriculum, Instruction, and Special Education

EDUCATION

University of Virginia, Curry School of Education & Human Development 2009-2013
Ph.D., English Education
Dissertation: *Working with struggling adolescent writers: One teacher's re-conceptualization of his English language arts classroom using Third Space theory.*
Advisor: Margo A. Figgins

George Washington University, Graduate School of Education & Human 1996-1998
Development
M.Ed., Secondary English Education

University of Virginia, College of Arts and Sciences 1987-1995
B.A., Comparative Literature, Distinguished Major

PROFESIONAL EXPERIENCE

Assistant Professor, General Faculty 2013- 2020
Co-Director, UVA Young Writers Workshop 2013-2015
Assistant Director, UVA Young Writers Workshop 2010-2012
University Supervisor 2009-2013
Teaching Assistant 2009-2013

University of Virginia, Curry School of Education
Department of Curriculum, Instruction, and Special Education

English Teacher 2000-2010
English Department Chair 2002-2009
HAWKS Writing Center Director 2002-2009
Albemarle High School, Charlottesville, VA.

English Teacher 1999-2000
Orange County High School, Orange, VA.

English Language Arts Teacher	1998-1999
Language Arts Department Chair	1998-1999

Edgar Allen Poe Middle School, Annandale, VA.

HIGHER EDUCATION TEACHING & ADVISING

PRIMARY INSTRUCTOR

Teacher Education

<i>EDIS 5401: Methods in Teaching English in Secondary Schools II</i>	Sp 2013-25
<i>EDIS 5872: Teaching Internship Seminar</i>	F 2013-19; Sp 2019-25
<i>EDIS 5882: Teaching Internship Field Placement</i>	F 2013-19; Sp 2019-25
<i>EDIS 5830: Languages & Literacies across the Disciplines</i>	F 2019, Su 2020-24
<i>EDIS 5852: Content Area Seminar in English</i>	F 2018-24
<i>EDIS 5862: Internship in English Education, I</i>	F 2018-24
<i>EDIS 5400: Methods in Teaching English in Secondary Schools I</i>	F 2017-24
<i>EDIS 5840: Clinical Experience Adolescent Education</i>	Su 2019
<i>EDIS 4882: Field Experience: English Education</i>	Sp 2013-17; F 2017-18
<i>EDIS 5500/ENPG 5400: Counterpoint Seminar</i>	Sp 2012 & 2016
<i>EDIS 5720: Content Area Reading, Hybrid platform</i>	Sp & F 2011

ESL

<i>EDIS 5470: ESL Curriculum Design & Assessment, on-line platform</i>	F 2017
<i>EDIS 5423: English Linguistics, On-line platform</i>	Su 2017
<i>EDIS 5422: Education Across Cultures, On-line platform</i>	F 2016

Literacies

<i>EDIS 5410: Young Adult Literature, On-line platform</i>	Su 2022
<i>EDIS 5435: Writing Across the Curriculum</i>	Sp 2015, Su 2019 & 21
<i>EDIS 7710: Reading in the Content Areas, On-line platform</i>	Su 2016 & Su 2020
<i>EDIS 3727: Writing as Remix</i>	Su 2015

COURSE DEVELOPMENT

I designed or revised and submitted the following courses for approval to the Curriculum and Program Review Committee (CPRC). These courses are currently offered through the department of Curriculum, Instruction, and Special Education.

- Designed, EDIS 5852: Content Area Seminar in English *Approved, 2018*
- Designed, EDIS 5862: Clinical Experience in English Education *Approved, 2018*
- Revised, EDIS 5435: Writing Across the Curriculum *Approved, 2017*
- Designed, EDIS 5830: Languages & Literacies across Disciplines *Approved, 2017*
- Designed, EDIS 3727: Writing as Remix *Approved, 2014*

- Revised, EDIS 5422: Education Across Cultures, On-line platform *Approved, 2014*
- Revised, EDIS 5423: English Linguistics, On-line platform *Approved, 2014*
- Revised, EDIS 5470: ESL Curriculum Design & Assessment *Approved, 2014*

ACADEMIC ADVISING

<i>ED.D. PROGRAM ADVISOR, CURRICULUM & INSTRUCTION</i>	2017-present
<i>MASTER OF TEACHING PROGRAM ADVISOR, ENGLISH EDUCATION</i>	2013-present
<i>NON-DEGREE STUDENT ADVISOR, ESL, PROFESSIONAL LICENSURE</i>	2013-2017

SERVICE TO THE PROFESSION

PARTICIPATION IN NATIONAL MEETINGS & COMMITTEES

Brookings Institution-- Education Workshop: Education and AI: Achieving Equity and Respecting the Rights of Students (2024, July 25)
Invited participant

National Council of Teachers of English-- Committee against Racism and Bias in the Teaching of English (2013-2015)
Invited Participant

CONFERENCE PRESENTATIONS: INTERNATIONAL & NATIONAL

Heny, N. A. (2025, November 20–23). *Dreams made tangible: Leveraging AI to create more responsive and inclusive English classrooms* [Conference session proposal under review]. National Council of Teachers of English 2025 Annual Convention, Denver, CO, United States.

Heny, N. A. (2025, May 28–30). *Empowering pre-service teachers: Using generative AI for differentiated and culturally responsive instruction* [Conference presentation, forthcoming]. Teaching and Learning with AI Conference, University of Central Florida, Orlando, FL, United States.

Heny, N. A. (2024, November 17). *The future is now: Exploring 21st-century teaching ideas with the next generation for English teachers* [Respondent, roundtable session]. National Council of Teachers of English Annual Convention, Columbus, OH, United States.

Heny, N. A. (2023, November 16–19). *The future is now: Exploring 21st-century teaching ideas with the next generation for English teachers* [Respondent, virtual roundtable session]. National Council of Teachers of English Annual Convention, Virtual.

Heny, N. A. (2021, April 9). *Preparing preservice teachers to teach content literacy through quad text sets* [Conference presentation]. American Educational Research Association Annual Meeting, Virtual.

Heny, N. A. (2021, April 11). *Why practice? English preservice teachers' experiences learning*

to facilitate text-based discussions [Conference presentation]. American Educational Research Association Annual Meeting, Virtual.

Chung, R., Heny, N. A. (2020, December 3). *Computer simulations for preservice teachers to learn to facilitate text-based discussions* [Conference presentation]. 70th Annual Literacy Research Association Conference, Virtual.

Heny, N. A. (2019, November 23). *Questioning "professional" English: Creating assets-oriented rubrics that help students learn to write in secondary content areas* [Conference presentation]. National Council of Teachers of English Annual Convention, Baltimore, MD, United States.

Heny, N. A. (2019, November 23). *Literacy in the maker movement: 18th century magic lanterns illuminate the intersection of the visual, oral, and written literacies in storytelling* [Conference presentation]. National Council of Teachers of English Annual Convention, Baltimore, MD, United States.

Heny, N. A. (2019, November 22). *Computer-based simulations to develop secondary English teacher beliefs and facilitation skills of text-based discussions* [Conference presentation]. National Council of Teachers of English Annual Convention, Baltimore, MD, United States.

Heny, N. A. (2018, March 1). *Moving beyond deficit views of English learners in online educator preparation programs* [Conference presentation]. American Association of Colleges for Teacher Education Annual Meeting, Baltimore, MD, United States.

Heny, N. A. (2017). *TESOL 2.0: Empowering teacher educators to teach online TESOL courses* [Non-presenting author]. Teachers of English as Second or Other Language International Convention, Seattle, WA, United States.

Heny, N. A., Salerno, A., & Richmond, H. (2016, November 18). *Helping high school readers view challenging text through the window of literary theory* [Conference presentation]. National Council of Teachers of English Annual Convention, Atlanta, GA, United States.

Heny, N. A., Reese, A., Baum, A., & Salerno, A. (2016, November 18). *Moving from talk to action: An inquiry protocol to promote change* [Conference presentation]. National Council of Teachers of English Annual Convention, Atlanta, GA, United States.

Heny, N. A. (2014, April 5). *Working with struggling adolescent writers: One teacher's reconceptualization of the English language arts classroom using third space theory* [Conference presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States.

Ruday, S., Heny, N. A., & Lovette, G. (2012, November 28). *Secondary English teachers' beliefs and attitudes regarding digital literacies* [Conference presentation]. Literacy Research Association Annual Conference, San Diego, CA, United States.

Heny, N. A. (2012, November 16). *Understanding and measuring motivational constructs in*

adolescent writing [Conference presentation]. National Council of Teachers of English Annual Convention, Las Vegas, NV, United States.

Kibler, A., Heny, N. A., & Andrei, E. (2012, September 6). *Adolescent L2 writing in US contexts: Exploring teachers' choices* [Conference presentation]. Symposium of Second Language Writing Annual Conference, Purdue University, West Lafayette, IN, United States.

Heny, N. A. (2012, March 28). *Adolescent ELLs writing experiences in remedial English curriculum* [Conference presentation]. Teachers of English as a Second or Other Language International Convention, Philadelphia, PA, United States.

Heny, N. A. (2009, November 20). *Differentiated reading instruction: Challenging all readers to access high-quality text* [Roundtable presentation]. National Council of Teachers of English Annual Convention, Philadelphia, PA, United States.

Whitaker, S., Heny, N. A., & Williams, K. (2007, November). *Access, relevance, and rigor: The power of concept-centered curriculum* [Panel presentation]. National Council of Teachers of English Annual Convention, New York City, NY, United States.

CONFERENCE PRESENTATIONS: STATE & LOCAL

Heny, N. A., Pease, J., Sweeney, B., Rappeport, A., & Wahl, R. (2025, April 9). *Cultivating kindness, curiosity, and humility in our classrooms: An interactive session* [Conference session proposal under review]. University of Virginia Center for Teaching Excellence, Innovations in Pedagogy Summit, Charlottesville, VA, United States.

Heny, N. A. (2019, February 1). *Questioning "proper" English: Creating assets-oriented rubrics that help students learn to write in secondary content areas* [Conference presentation]. Virginia ESL Supervisors' Association, Portsmouth, VA, United States.
Note: Confirm date and location.

Heny, N. A. (2017, October 21). *Moving from talk to action: Classroom inquiry during student teaching* [Conference presentation]. Virginia Association of Teachers of English Annual Meeting, Fredericksburg, VA, United States.

Heny, N. A. (2017, May 3). *The counterpoint seminar—Collaborative preparation for future K-12 teachers: Past and present* [Conference presentation]. University of Virginia Center for Teaching Excellence, Innovations in Pedagogy Summit, Charlottesville, VA, United States.

Heny, N. A. (2017, October 21). *Moving from talk to action: Classroom inquiry during student teaching* [Conference presentation]. Virginia Association of Teachers of English Annual Meeting, Fredericksburg, VA, United States.

Heny, N. A. (2017, May 3). *The counterpoint seminar—Collaborative preparation for future K-12 teachers: Past and present* [Conference presentation]. University of Virginia Center for Teaching Excellence, Innovations in Pedagogy Summit, Charlottesville, VA, United States.

Andrei, E., Salerno, A., & Heny, N. A. (2016, April 7). *Toward resource-thinking: Steering language in online ESL-teaching classrooms* [Conference presentation]. TESOL International Convention, Baltimore, MD, United States.

Heny, N. A. (2015, October 15). *Word-play: Playful strategies that provide opportunities for adolescents to develop vocabulary in the context of their own writing* [Conference presentation]. Monticello Reading Council Fall Mini-Conference, Charlottesville, VA, United States.

Heny, N. A. (2012). *Writing among writers: Avid adolescent writer perspectives on writing in a discourse community* [Conference presentation]. University of Virginia Curry Research Conference, Charlottesville, VA, United States.

Heny, N. A., & Lathrop, E. (2003, October). *HAWKS Writing Center: Involving students in the teaching of writing* [Conference presentation]. Virginia Association of Teachers of English Annual Conference, Virginia Beach, VA, United States.

INVITED WORKSHOPS AND TALKS

Heny, N. A., Torrey, P., Little, D., & Blackwood, A. (2025, March 15). *Understanding AI's role in the humanities classroom: Unlocking potential and navigating challenges* [Professional development workshop, forthcoming]. University of Virginia Center for the Liberal Arts, Arthur Vining Davis Foundations, & U.S. National Science Foundation, Charlottesville, VA, United States.

Heny, N. A. (2024, August 13). *Balancing innovation and responsibility: Hands-on generative AI for educators* [Professional development workshop]. Trinity Christian School, Fairfax, VA, United States.

Heny, N. A. (2020, May 2). *On-line writing instruction* [half-day virtual workshop]. Workshop organized through the University of Virginia Center for Liberal Arts and Central Virginia Writing Project, Charlottesville, VA, United States.

Heny, N. A. (2019, July 29-August 8). *Richmond Public Schools Summer Writing Institute* [Two-week workshop]. Funded by the Arthur Vining Davis Foundations through the University of Virginia Center for Liberal Arts and Central Virginia Writing Project, Richmond, VA, United States.

Heny, N. A. (2018, October 8). *Writing to learn: The intersection of student creativity, state standards, & authentic learning* [Two one-hour workshops]. Professional development conference for teachers in Richmond City Schools, organized through the University of Virginia Center for Liberal Arts, Richmond, VA, United States.

Heny, N. A. (2016, November 1). *Writing—not just for English language arts: Strategies for promoting & expressing learning through writing* [Half-day workshop]. Virginia School University Partnership (VSUP) professional development conference, Charlottesville, VA, United States.

Heny, N. A. (2016, October 10). *Reading and writing across the disciplines: Math & science, grades 3-8* [Half-day workshop]. Workshop provided for Giles County 3rd–8th grade math and science teachers through the University of Virginia Center for Liberal Arts, Pearisburg, VA, United States.

Heny, N. A. (2016, August 3). *Addressing the diversity in our adolescent writers* [Full-day workshop]. Workshop provided to Culpeper County middle and high school English teachers, Culpeper, VA, United States.

Heny, N. A. (2015, December 23). *Wordplay: Playful strategies that provide opportunities for adolescents to develop vocabulary in the context of their own writing* [Workshop]. Workshop provided for teachers enrolled at Ion Creanga State Pedagogical University, Chisinau, Moldova.

Heny, N. A. (2015, December 19). *Writing—not just for English class!* [90-minute workshop]. Workshop provided to administrators from elementary, middle, and high schools in Fredericksburg City for their leadership meeting, Fredericksburg, VA, United States.

Heny, N. A. (2015, October 27). *Writing—not just for English class!* [Half-day workshop]. Workshop provided to 51 teachers through Virginia School University Partnership (VSUP) professional development conference, Charlottesville, VA, United States.

Heny, N. A. (2015, October 15). *Writing as remix* [Keynote speaker]. Monticello Reading Council Writing Conference, Charlottesville, VA, United States.

Heny, N. A. (2015, June 29-July 3). *Writing to learn: Writing across the content areas*. [One-week workshop]. Workshop provided to Albemarle County Secondary teachers through Central Virginia Writing Project and Albemarle County Public Schools, Charlottesville, VA, United States.

Heny, N. A., & Harman, L. (2014, July 21-August 1). *Central Virginia Writing Project 18-Month Invitational Writing Institute* [Two-week summer institute]. Co-taught for K–12 teachers through the Central Virginia Writing Project, Charlottesville, VA, United States.

Heny, N. A. (2014, August 23). *Writing instruction professional development* [One-day workshop]. Workshop provided to teachers at Russell Middle School in Brunswick County through the Central Virginia Writing Project, Brunswick, VA, United States.

Heny, N. A., Seitz, J., & Sullivan, P. (2014, April 12). *Beyond the 5-paragraph essay: A free hands-on workshop for K–12 teachers of writing* [One-day workshop]. Workshop provided through the University of Virginia Center for Liberal Arts, Charlottesville, VA, United States.

Heny, N. A. & Smith, S. (2009, June 15-June 19). *Writing to learn: Writing across the content areas*. [One-week workshop] Workshop offered by Albemarle High School, Charlottesville, VA, United States.

Henry, N. A., & Lathrop, E. (2003, November 4). *Teaching analytical writing to all students* [One-hour Workshop]. Workshop conducted for Albemarle County Public School teachers at the annual Making Connections Conference of Albemarle County Public Schools, Charlottesville, VA, United States.

REVIEWER

- English Education
- Journal of Literacy Innovation
- Virginia English Journal
- Cogent Education

PROFESSIONAL AFFILIATIONS

- National Council of Teachers of English (NCTE)
- English Language Arts Teacher Educators (ELATE)—NCTE
- Literacy Research Association (LRA)
- Virginia Association of Teachers of English (VATE)

SERVICE TO THE UNIVERSITY, SCHOOL, & DEPARTMENT

UNIVERSITY: UNIVERSITY OF VIRGINIA

AI Faculty Guide

2024–Present

Appointed as one of UVA's inaugural Faculty AI Guides to support the institution's exploration and integration of generative AI in teaching and learning. Responsibilities include continued learning around generative AI, developing professional development opportunities for faculty, contributing to UVA's AI teaching resources, and participating in university-wide AI initiatives.

Co-Chair: UVA Generative AI in Teaching and Learning Task Force

2023

Led a university-wide initiative to address the challenges and opportunities posed by generative AI in education. Collaborated with a cross-disciplinary task force to assess faculty and student needs, gathering feedback through surveys and town halls of over 300 faculty members and 500 students. Key achievements stemming from the work of the task force included:

- The design of a faculty-focused course to enhance AI literacy and support effective integration of generative AI in teaching.
- Establishment of a network of faculty AI Guides across disciplines to provide ongoing mentorship, resources, and training for incorporating AI into pedagogy.
- Partnership with the Center for Teaching Excellence to house comprehensive AI-related resources and training opportunities, ensuring faculty have access to cutting-edge tools and support.
- Development of targeted grants to encourage innovation in the use of generative AI for teaching and learning.

Appointed Member: Quality Enhancement Plan (QEP) Oversight Committee 2018–2022

Contributed to university-wide initiatives to improve student writing, including revising criteria for the Second Writing Requirement, designing faculty professional development models, and evaluating course applications for writing-intensive courses. I ensured that the unique needs and priorities of the School of Education were represented, fostering alignment between university-wide writing initiatives and the goals of the school.

SCHOOL: EDUCATION AND HUMAN DEVELOPMENT SERVICE

LEADERSHIP ROLES

AI Faculty Guide, School of Education and Human Development 2024–present

In collaboration with three other Faculty AI Guides within the School of Education, developed and delivered targeted support for faculty and staff as they navigate the use of generative AI in higher education.

- Designed and facilitated four 1-hour interactive workshops for education faculty:
 - *Integrating AI into Assignments*
 - *AI as a Learning Tool for Students*
 - *Crafting Effective Generative AI Policies for University Courses*
 - *Extending the Lecture: Creating Dynamic Multi-Modal Content with AI*
- Currently developing a 3-hour workshop for the 2025 EHD Staff Retreat titled *AI for Higher Education: Exploring Possibilities, Boosting Productivity*, aimed at equipping staff with tools and strategies to leverage AI in their professional roles.
- Consulted individually with faculty to customize AI-related strategies for their courses, assignments, and assessments.

Chair, Diversity Action Committee 2023–2024

Directed initiatives to strengthen the school's commitment to diversity, equity, and inclusion (DEI), including planning and facilitating the January Teaching Workshop on Teaching with Generative AI workshops, revising governance documents, launching the Common Read, and selecting the Ridley Lecture speaker, Dr. Howard Stevenson.

Chair, Curriculum Review Committee 2018–2020

Led the Curriculum Review Committee in overseeing the evaluation and revision of courses and programs within the School of Education. In this capacity:

- Organized and facilitated bi-weekly committee meetings to review over 30 courses and 2 programs, ensuring alignment with school and university goals, as well as national accreditation standards.
- Worked with faculty and staff to revise the committee's charge and develop a more efficient course review process. Collaborated with the committee to update policies and procedures for curricular changes, making the process more accessible and transparent for faculty.
- Partnered with the school's instructional design team to create a streamlined Canvas site for faculty, housing resources on learning goals, diversity and inclusivity, alignment, accessibility, assessment tools, and course rigor.
- Provided one-on-one consultations with faculty to assist them in revising their courses to meet review standards.

Leadership Team, Central Virginia Writing Project (CVWP) 2013–2016

Served as a key member of the leadership team for the Central Virginia Writing Project, a professional development initiative aimed at improving literacy instruction in K-12 classrooms.

In this role:

- Coordinated workshops and professional development sessions for K-12 educators, focused on enhancing writing instruction and supporting diverse student populations.
- Collaborated with local teachers to foster a community of practice, encouraging the integration of evidence-based writing strategies into classroom instruction.
- Provided leadership in planning and facilitating summer institutes, where educators engaged in writing, research, and collaboration to improve their teaching practices.
- Contributed to the development of resources and materials designed to promote effective writing instruction across schools in the region.

Co-Director, UVA Young Writers Workshop (YWW) 2013–2014

Assistant Director, UVA Young Writers Workshop (YWW) 2010–2012

Chair, Curry Research Conference Outreach Committee, 2010-2011

SERVICE ROLES

Founding Member, Undergraduate Teaching Forum 2023-Present

Member, Making Teaching Matter, PLC 2024-Present

CISE Representative, Diversity Action Committee 2022-2023

Appointed Member, Inclusive Excellence Committee 2021–2022

Member, On-Line Teaching Advisory Group 2016-2020

CISE Representative, Curriculum Review Committee 2017-2018

Member, Faculty Diversity Group 2013-2014

Appointed Member, Job Search Committee, Senior Student Service, 2018

generalist position

DEPARTMENT: CURRICULUM, INSTRUCTION, AND SPECIAL EDUCATION

LEADERSHIP ROLES

Leadership Team Member, Ed.D. in Curriculum and Instruction 2019-Present

Facilitator, Curriculum, Instruction, & Special Education (CISE) Department 2019-2024

Diversity, Equity, & Inclusion (DEI) Affinity Groups

Program Coordinator, Secondary Teacher Education 2020-2021

Program Coordinator, On-Line English Language Learning 2014-2017

Program Coordinator, Professional Studies Course Series 2014-2018

SERVICE ROLES

Member, Teacher Education Group 2013-Present

Member, Secondary Teacher Education and ESL Group 2013-Present

Member, Teacher Education Culturally Responsive Teaching Work Group 2019-2022

Member, Language Education in Multilingual Contexts (LEMC) 2017-2019

SCHOLARSHIP**PEER-REVIEWED PUBLICATIONS**

- Chung, R. & Heny, N.A. (2022). Preparation and practice: PSTs' experiences learning to facilitate text-based discussions. *English Education*, 54(4), 294–314.
- Salerno, A. S., Brown, A., Rutt, A., & Heny, N.A. (2020). How pre-service teachers construct Quad Text Sets for use in secondary classrooms. *Teaching and Teacher Education*, 96, 1-8. <https://doi.org/10.1016/j.tate.2020.103147>.
- Kreamer, H.M., & Heny, N. (2019). The power of authenticity: Empowering student writers through meaningful, real-world writing experiences. *Virginia English Journal*, 69 (1), 36-47.
- Heny, N., Ruday, S., & Figgins, M. (2016). Writing among writers: What do the perspectives of avid adolescent writers reveal about the importance of a peer discourse community? *Virginia English Journal*, 66 (1), 23-47.
- Salerno, A. S., & Heny, N. A. (2016). “It’s just really not me”: How pre-service English teachers from a traditional teacher education program experience student-teaching in charter-school networks. *Cogent Education*, 3(1). Article 1142838. <https://doi.org/10.1080/2331186X.2016.1142838>
- Kibler, A. K., Heny, N. A., & Andrei, E. (2016). In-service teachers' perspectives on adolescent ELL writing instruction. *TESOL Journal*, 7(2), 350-392.
- Heny, N., & Andrei, E. (2013). The ELL writer: Moving beyond basics in the secondary classroom – A book review. *Teachers College Record*. <http://www.tcrecord.org>.
- Ruday, S., Conradi, K., Heny, N., & Lovette, G. (2013). “You can’t put the genie back into the bottle”: English teachers’ beliefs and attitudes regarding digital literacies in the classroom.” In P. J. Dunston, S. K. Fullerton, C. C. Bates, P. M. Stecker, M. W. Cole, A. H. Hall, D. Herro, & K. N. Headley (Eds.), *62nd Yearbook of the Literacy Research Association* (199-215). Altamonte Springs, FL: Literacy Research Association.
- Cohen, S. B, Amato, W.W. & Heny, N.A. (2011). Chill out!: Helpful information for dealing with the high stress levels of teaching. *Virginia Journal of Education*, 104 (4) 6-10.

**indicates the co-author was a mentee at the time of publication.*

GRANT

Curriculum (Re) Design Grant, sponsored by Center for Teaching Excellence (Received March 2021). Natasha Heny, PI 2021-2023, \$10,000.

AWARDS & HONORS

- Lasting Legacy Honoree, 2017-2024
- Curry School Faculty Council Award for Outstanding Service/Governance, 2019
- Curry School Faculty Council Award for Outstanding Teaching, 2019, 2020
- Raven Society Member, a University Of Virginia Honorary Society, *2011-present*.
- Richard A. Meade Outstanding Student in English Education, nominated from Department of Curriculum, Instruction, and Special Education, *2010-2011*.
- High School Teacher Excellence Award, National Council of Teachers of English, *2009*.