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## **CURRENT APPOINTMENT**

Curriculum, Instruction, and Special Education  
University of Virginia, Curry School of Education & Human Development  
Assistant Professor, General Faculty, appointed 2013

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## **EDUCATION**

- 2009-2013     **University of Virginia**, Curry School of Education & Human Development, Charlottesville, VA  
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: Dr. Margo A. Figgins
- 1996-1998     **George Washington University**, Graduate School of Education & Human Development, Washington D.C.  
M.Ed., Secondary English Education
- 1987-1995     **University of Virginia**, College of Arts and Sciences, Charlottesville, VA  
B.A., Comparative Literature, Distinguished Major

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## **LICENSURE & CERTIFICATION**

Virginia State Professional Teaching License  
Secondary English, 1997-present  
English as a Second Language, K-12, 2019  
National Board for Professional Teaching Standards Certification, 2004-2014

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## **HIGHER EDUCATION TEACHING**

### ***PRIMARY INSTRUCTOR***

#### **Teacher Education**

- *EDIS 5830: Languages & Literacies across the Disciplines* (F 2019)  
Designed curriculum and instruction to provide preservice teachers the means to explore how the languages and literacies of students influence teaching and learning in secondary classrooms of all disciplines. Provide student with strategies and skills for investigating the languages and literacies of the students in their concurrent placement classrooms as

well as the literacy demands of their specific disciplines. Emphasize the implementation of language-based strategies for diverse populations of students to develop literacy skills.

- *EDIS 5401: Methods in Teaching English in Secondary Schools II* (Sp 2013-19)  
Designed curriculum & instruction to support preservice English teachers' ability to negotiate the complexity of teaching, learning, and the English language arts in the 21<sup>st</sup> century. Students learn to address the IRA/NCTE standards through designing concept-based instruction using the Backward Design Framework. Additionally, they cultivate an imaginative practice leading to students' and teachers' creation of multi-modal self-expressions; and develop habits of a reflective practitioner.
- *EDIS 5872: Teaching Internship Seminar* (F 2013-19; Sp 2019)  
Guided pre-service English teachers through activities designed to increase their abilities to reflect on instructional practices. Presented information on research-based best practices and led discussions focused on how the student teachers can incorporate those ideas into their own classrooms. Enabled the students to explore challenging situations collaboratively through student teaching inquiry projects. Coordinated visits by expert educators from the community who shared their strategies and insights into teaching English.
- *EDIS 5882: Teaching Internship Field Placement* (F 2013-19; Sp 2019)  
Supervised preservice English teachers in a semester-long required student teaching internship. Matched students with appropriate mentors, regularly communicated with mentor teachers and university supervisors to assess the intern's progress, evaluated students' progress towards and success in demonstrating knowledge and proficiency in professional knowledge, instructional planning, instructional delivery, assessment of and for student learning, learning environment, and professionalism. When necessary, provided mediation and guidance when a student/mentor match was not as successful as anticipated.
- *EDIS 4882: Field Experience: English Education* (Sp 2013-17; F 2017-18)  
Supervised preservice English teachers in a year-long, pre-student teaching practicum. Matched students with appropriate mentors, regularly communicated with mentor teachers and university supervisors to assess the intern's progress, evaluated students' progress towards and success in demonstrating readiness for the student teaching semester.
- *EDIS 5852: Content Area Seminar in English* (F 2018-19)  
Designed to accompany the EDIS 5862 Internship I experience and the EDIS 5400 methods course, this seminar provides opportunities to discuss, process, and reflect on experiences in the English interns' placements. Provided a participatory lab space in

which the instructor models and students participate in two exemplary modes of instruction used in English language arts classrooms: Reading and Writing Workshops. Designed assignments and activities and provided readings and resources to help interns process and better understand the complexities of their clinical placement and work with adolescent students.

- *EDIS 5862: Internship in English Education, I* (F 2018-19)  
Supervised clinical internship I of pre-service English teachers enrolled in the one-year PGMT in English education. Matched students with appropriate mentors, regularly communicated with mentor teachers and university supervisors to assess the intern's progress, evaluated students' progress towards and success in demonstrating readiness for the Internship in English Education, II.
- *EDIS 5400: Methods in Teaching English in Secondary Schools I* (F 2017-19)  
Provided preservice English teachers with an introduction to key issues, approaches, and strategies related to the teaching of English to students at the secondary level. Provided weekly readings, in-class activities, discussion opportunities, and written assignments to give students the opportunity to reflect on their growing knowledge of teaching English. Supported students in applying this new learning through the design of lesson and unit plans.
- *EDIS 5500/ENPG 5400: Counterpoint Seminar* (Sp 2012 & 2016)  
Co-taught a graduate level course in the departments of English and English education. Designed instruction and assessments that helped future English teachers consider ways to teach texts from the literary canon to secondary students. Conducted discussions with students regarding how they would use their understanding of literature and literary criticism to teach the course texts to high school students. Challenged students to devise ways to integrate research-based pedagogical principles into teaching canonical literature.

#### **ESL**

- *EDIS 5470: ESL Curriculum Design & Assessment, on-line platform* (F 2017)  
Challenged students to examine large-scale and classroom assessment practices as well as approaches to curriculum design for ESOL students in a range of classes. Provided opportunity for students to apply their knowledge to a k12 setting, observing, collecting data on students, and teaching a lesson.
- *EDIS 5423: English Linguistics, On-line platform* (Su 2017)  
Introduced students to the scientific study of language and explored how linguistic insights can best prepare teachers who address the needs of K-12 English language learners. Addressed the sounds of language (phonetics and phonology), the structure of words and sentences (morphology and syntax) and how these features are used to convey meaning (semantics and pragmatics). Required students to apply this knowledge of language to the everyday use of English and to its acquisition by learners in public school settings.

- *EDIS 5422: Education Across Cultures, On-line platform* (F 2016)  
 Provided the foundation of multicultural education and multiculturalism in order to make teachers aware of who they are, who their students are, and how contexts, personal histories, and other external factors affect students, their families, and teaching and learning, particularly in relation to students labeled "English language learners" in U.S. schools.

### **Literacies**

- *EDIS 7710: Reading in the Content Areas, On-line platform* (Su 2016)  
 Provided on-line instruction on how students comprehend and learn through nonfiction text and how teachers assist them in these processes. Challenged students to explore the nature and meaning of comprehension, strategic teaching and learning, and what it means to learn through texts. Through readings, resources, and activities, provided practical ways by which teachers can use content reading strategies to facilitate comprehension and technical vocabulary acquisition.
- *EDIS 5720: Content Area Reading, Hybrid platform* (Sp & F 2011)  
 Provided an understanding of content literacy to secondary level pre-service teachers across disciplines, focusing on the uses of reading as significant to learning across the curriculum. Conducted discussions on issues in adolescent literacy and content area instruction. Provided readings, resources, and activities to develop students' ability to facilitate reading comprehension and plan effective lessons around text.

### **Writing**

- *EDIS 5435: Writing Across the Curriculum* (Sp 2015 & Su 2019)  
 Supported students' growth as writers and as teachers of writing. Created a community of writers within the class and provided evidence for how writing across the curriculum can enhance both disciplinary literacy and student performance within k-12 schools. Supported student experimentation with their own writing as well as in evaluating and refining their own and their peers' work. Made connections to the teaching of writing in the classroom with students from K-12, across the curriculum, and through a variety of genres.
- *EDIS 3727: Writing as Remix* (Su 2015)  
 Developed and conducted this 2-credit writing institute in collaboration with Dr. Matt Haas, current superintendent of Albemarle County Public Schools (ACPS). Designed workshop as professional development for ACPS teachers interests in shifting their approach to writing instruction towards a workshop model. Provided instruction on genre, implementation of writing workshops, feedback, and assessment. Brought in exemplar ACPS teachers to share the work they are doing with writing in their classrooms.

### **GRADUATE LEVEL INDEPENDENT STUDY/RESEARCH COURSES**

- *EDIS 8982: Practicum: Curriculum & Instruction* (F 2017, Sp 2018)  
Mentored Ed.D. student's 200-hour internship in which she co-created a 3-credit on-line writing course and professional development modules after conducting a literature review on writing in the disciplines.
- *EDIS 7993: Independent Study* (Sp 2016, 2018)  
Mentored Ed.D. student's independent qualitative, exploratory research project in the context of my EDIS 5872 course. She developed a literature review, received Institutional Review Board consent, collected and analyzed data, and prepared a manuscript for publication.
- *EDIS 9740: Internship in College Teaching or Supervision* (F 2017-18; Sp 2018)  
Mentored 3 doctoral students in teaching and supervision in three different teacher education courses. Met with each student weekly to plan instruction, discuss individual students, review grading criteria for assessments, and reflect on the previous week's lesson.
- *EDIS 9993: Independent Study* (F 2018)  
Mentored an Ed.D. student as she developed a mindfulness strand of curriculum for pre-service teachers designed to support their engagement in their field placements.

### **SUPERVISOR/MENTOR FOR GRADUATE STUDENT INSTRUCTORS**

*Served as supervisor and instructor-of-record for the following course taught by doctoral students. Set up course site in learning management system, updated syllabus, and met with instructors regularly as well as on an as-needed basis to provide support.*

- *EDIS 5500/ENPG 5400: Counterpoint Seminar* (Sp 2017-19)
- *EDIS 4882: Field Placement: English Education* (Sp 2018)
- *EDIS 5423: English Linguistics, On-line platform* (Su 2017)
- *EDIS 5300: Language Arts Methods* (F 2015)

### **DOCTORAL LEVEL COMMITTEE WORK**

*Served on the following committees. Provided feedback and other support during the exam/capstone preparation; reviewed student work; evaluated quality of student written work and corresponding oral presentation.*

- Chair, Carly Dirghangi, Ed.D. Preliminary exam committee, 2019.
- Member, Michelle Creamer, Ed.D. Capstone committee, 2018-19.
- Member, Jenni Suriano, Ed.D. Comprehensive exam and capstone committees, 2018-19.

- Member, Sarah Orme, Ed.D. Comprehensive exam Capstone committee, 2018-19.
- Member, Betina Fuentes, Preliminary exam committee, 2018.
- Member, John Romig, Ph.D. Dissertation committee, 2018.
- Member, Praise Oh, Ph.D. Preliminary exam, 2016.

### **COURSE DEVELOPMENT**

*I designed or revised and submitted the following courses for approval to the Curry Curriculum and Program Review Committee (CCPRC). 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)

### **PROFESSIONAL DEVELOPMENT ATTENDED IN SUPPORT OF TEACHING**

- *Attendee*, Laurie Halse Anderson and Jason Reynolds panel discussion, “Writing Tough Topics,” *Sp 2019*.
- *Participant*, Annual Curry Teaching workshop, *Sp 2013-19*.
- *Attendee*, Panel discussion, “Translating Difficult Histories in Contemporary Education,” *Sept. 25, 2018*.
- *Participant*, University of Virginia Faculty Writing Seminar, *May 21-24, 2018*.
- *Presented and attended*, UVa Innovations in Pedagogy Summit, *May 2, 2018*.
- *Attendee*, Beverly Tatum, Ridley lecture, *April 10, 2018*.
- *Participant*, “Handling Difficult Dialogues,” workshop conducted by David Kampt with TMI, *March 28, 2018*.
- *Presenter & Attendee*, American Association of Colleges for Teacher Education annual meeting, *March 1-4, 2018*.
- *Participant*, Libby Roderick workshop, “Controversial Topics and Difficult Dialogues: Engaging Students in Critical Conversations,” *Feb. 14, 2018*.
- *Participant*, Center for Teaching Excellence's IGNITE program, *Aug. 2015-May 2016*.
- *Participant*, Diversity Workshop and Green Dot Bystander Training, *March 4, 2016*.
- *Participant--* Center for Teaching Excellence's Curriculum Design Institute, *June 1-5, 2015*.

### **K-12 TEACHING & LEADERSHIP**

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2005-2010     **English Department Chair**  
 Albemarle High School, Charlottesville, VA.

- 2002-2009     **HAWKS Writing Center Director**  
 Albemarle High School, Charlottesville, VA.  
*I conceived of, and then built and directed, the HAWKS Writing Center with a colleague. The center was a school-wide, student-led writing center for students of all grade levels and in all contents to bring their writing for feedback and individualized writing support.*
- 2000-2010     **English Teacher**  
 Albemarle High School, Charlottesville, VA.
- 1999-2000     **English Teacher**  
 Orange County High School, Orange, VA.
- 1998-1999     **Language Arts Department Chair**  
 Edgar Allen Poe Middle School, Annandale, VA.
- 1998-1999     **Language Arts Teacher**  
 Edgar Allen Poe Middle School, Annandale, VA.

## SCHOLARSHIP

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### PEER-REVIEWED PUBLICATIONS

- \*Kreamer, H.M., & **Heny, N.** (in press). The power of authenticity: Empowering student writers through meaningful, real-world writing experiences. *Virginia English Journal*.
- \*Romig, J., Kennedy, M., & **Heny, N.** (under review). Improving writing instruction of general education English teachers for students with disabilities. *Journal of Teacher Education*.
- \*Suriano, J., & **Heny, N.** (under review). Place-based education to mediate struggles for preservice teachers. *Applied Environmental Education & Communication*.
- 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). doi: 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.*

### **CONFERENCE PRESENTATIONS**

“Questioning ‘professional’ English: Creating assets-oriented rubrics that help students learn to write in secondary content areas,” scheduled to present at the *National Council of Teachers of English annual meeting*, 2019.

“Literacy in the maker movement: 18th century Magic Lanterns illuminate the intersection of the visual, oral, and written literacies in storytelling,” scheduled to present at the *National Council of Teachers of English annual meeting*, 2019.

“Computer-based simulations to develop secondary English teacher beliefs and facilitation skills of text-based discussions,” scheduled to co-present in the research strand of *National Council of Teachers of English annual meeting*, 2019.\*

“Questioning ‘proper’ English: Creating assets-oriented rubrics that help students learn to write in secondary content areas.” Presented at *Virginia ESL Supervisors’ Association*, 2019.

“Moving beyond deficit views of English learners in online educator preparation programs.” Presented at *American Association of Colleges for Teacher Education annual meeting*, 2018.

“Moving from talk to action: Classroom inquiry during student teaching.” Presented at *Virginia Association of Teachers of English annual meeting*, 2017.\*

“The counterpoint seminar—Collaborative preparation for future K-12 teachers: Past and present.” Presented at the University of Virginia Center for Teaching Excellence’s annual conference, *Innovations in Pedagogy Summit: Imagining Teaching and Learning Together*, 2017.\*

“TESOL 2.0: Empowering teacher educators to teach online TESOL courses.” Non-presenting author at *Teachers of English to Speakers of Other Languages annual meeting*, 2017.

“Helping high school readers view challenging text through the window of literary theory.” Presented at *National Council of Teachers of English annual meeting*, 2016.

“Moving from talk to action: An inquiry protocol to promote change.” Presented at *National Council of Teachers of English annual meeting*, 2016.\*

“Toward resource-thinking: Steering language in online ESL- teaching classrooms,” Presented at *Teachers of English to Speakers of Other Languages (TESOL) 2016 International Convention*, 2016.

“Word-play: Playful strategies that provide opportunities for adolescents to develop vocabulary in the context of their own writing,” Presented at *Monticello Reading Council Fall Mini-Conference*, 2015.

“Writing as remix.” Keynote Speaker at *Monticello Reading Council Writing Conference-Beyond Tradition: Reconsidering Writing instruction and student writers*, 2015.

“Working with struggling adolescent writers: One teacher’s re-conceptualization of the English language arts classroom using third space theory.” Presented at round table research presentation at annual meeting of *American Educational Research Association*, 2013.

“Understanding and measuring motivational constructs in adolescent writing.” Presented research at annual convention of *National Council of Teachers of English*. 2012.

“Secondary English teachers’ beliefs and attitudes regarding digital literacies.” Presented at annual conference of the *Literacy Research Association*, 2012.

“Adolescent L2 writing in US contexts: Exploring teachers’ choices.” Presented at annual conference of the *Symposium of Second Language Writing*, 2012.

“Adolescent ELLs writing experiences in remedial English curriculum.” Presented at the annual meeting of *Doctoral forum at TESOL conference*, 2012.

“Writing among writers: Avid adolescent writer perspectives on writing in a discourse community.” Presented at the *University of Virginia Curry Research Conference*, 2012.

“Differentiated reading instruction: Challenging all readers to access high-quality text.” Presented at round table presentation at the annual conference of *National Council for Teachers of English*, 2009.

“Access, relevance, and rigor: The power of concept-centered curriculum.” Presented in panel presentation at the annual conference of *National Council for Teachers of English*, 2007.

“HAWKS Writing Center: Involving students in the teaching of writing.” Presented at the annual conference of the *Virginia Association of Teachers*, 2003.\*

*\*indicates the presentation included a student(s) and/or a practitioner collaborator.*

### **GRANT**

Not received: National Professional Development Grant, sponsored by the U.S. Department of Education's Office of English Language Acquisition (submitted February 2016). Amanda Kibler, PI; Natasha Heny, Co-PI. 2016-2021, approximately \$2.25 million over five years.

### **SERVICE**

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#### **LEADERSHIP POSITIONS**

##### **2014-2017 Program Coordinator: On-Line English Language Learning**

University of Virginia, Curry School of Education & Human Development, Charlottesville, VA.

*On-line English language learning consists of 6 graduate level classes, fully online, designed to develop preK-12 teachers who are well-versed in research-based ESL instructional practices. Teachers use these courses as a means for becoming licensed to teach English as a Second Language (ESL) in Virginia, as part of a M.Ed. in Curriculum and Instruction degree, and/or for licensure recertification/ professional development. I was responsible for 4 of the classes, and collaborated with reading program faculty to administer the other 2.*

- Responsible for program marketing; course development; course scheduling; instructor recruitment, hiring and mentorship of adjuncts; cohort development and outreach; knowledge of licensure regulations; and student advising.
- More than doubled enrollment for the 4 courses in just three years: from 146 in 2014 to 248 in 2017. In 2016, enrollment was 314 students.
- Provided ESL instruction and licensure advising for 494 students between 2014 and 2017.
- Submitted and received approval from the Curry Curriculum & Program Review Committee a proposal to offer the 6 courses as a series.
- Submitted and received approval to offer the course series as a graduate level, State Council of Higher Education for Virginia (SHEV) certificate program.
- Recruited, supervised, and mentored 13 adjunct instructors for teaching the courses: Set up 48 individualized course sites, oriented adjunct instructors to the Learning Management System, supervised the teaching of 48 sections of the 4 courses.
- Served 80 teachers from 5 separate Virginia school districts through the development and facilitation of 2 cohorts to take the course series and become certified to teach ESL for the districts of Alexandria, Culpeper, Fauquier Frederick, & Winchester.
- Mentored Dr. April Salerno as she transitioned into (and I transitioned out of) the role of on-line English language learning coordinator during 2017-18 academic year. Continued to advise students, schedule courses, mentor adjunct instructors, and set up courses during that time.

2014-2018

**Program Coordinator: Professional Studies Course Series**

University of Virginia, Curry School of Education & Human Development, Charlottesville, VA.

*This course series fulfills the Professional Studies requirements for Virginia teaching licensure in most endorsement areas, k-12. It serves teachers on a provisional teaching license wishing to become fully licensed as well as career-switchers interested in teaching, but wanting an alternative to a full-time traditional teacher education program.*

- Responsible for program marketing; course development; course scheduling; instructor recruitment, hiring and mentorship of adjuncts; knowledge of licensure regulations; and student advising.
- Built out the Course Series from the initial conception of meeting the professional studies requirements for only the core disciplines of secondary education expanding it to meet the requirements of elementary, special education, middle, adult, ESL, and foreign language endorsements as well.
- Advised numerous teachers and potential career switchers in all aspects of the licensure process. Reviewed transcripts for missing coursework, provided guidance and mentorship related to alternative licensure process, selecting an endorsement, and endorsement/content specific licensure requirements for specific endorsement, professional studies, teacher assessments, and other requirements for up to 932 off-ground advisees.
- Individualized students' advising by creating appropriate plan-of-study and connecting them to degree programs when appropriate (most frequently M.Ed in Curriculum and Instruction and M.Ed. in Social Foundations).

2013-2016

**Leadership Team, Central Virginia Writing Project (CVWP)**

University of Virginia, Curry School of Education & Human Development, Charlottesville, VA.

*CVWP is a regional site of the National Writing Project, a non-profit organization made up of sites across the United States anchored in colleges and university and serving k-12 teachers across all disciplines, providing professional development and leadership opportunities, conducting research, and creating resources all in an effort to improve the teaching of writing in K-12 schools.*

- Ran 3 "Continuity Dinners," bringing together past and present members to share writing, writing instruction, goals, and current initiatives around the topic of writing instruction.
- Solicited and reviewed applications for the CVWP 18-Month Institute; included classroom observations of applicants and mentoring a teacher accepted into the 18-month institute, observing her in her classroom and meeting with her to set goals.

- Collaborated with Otilie Austin to put on two days of professional development workshops with nationally renowned writers Georgia Heard & Tom Romano.
- Facilitated bi-weekly meetings with two groups of teachers (5 members each) following each of the two summer writing institutes I ran.
- Conducted a Webinar, Conferencing with Student Writers, in collaboration with Lisa Harman, a local teacher.

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

University of Virginia, Curry School of Education & Human Development, Charlottesville, VA.

*Founded in 1982, YWW is the nation's first residential summer program for young creative writers (grades 9-12). YWW has a faculty of professional writers in 6 genres (screen & script, poetry, fiction, graphic texts, creative non-fiction, and song writing) as well as residential staff who are dedicated writers themselves. There are two separate summer sessions, a two-week session and a three-week session. Approximately 90 students are accepted for each session.*

- Responsibilities included program development; counselor recruitment and hiring; data-base, application system, and website design & development; student applicant review; alumni data collection; and communications with students, parents, and other interested or involved persons.

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

University of Virginia, Curry School of Education & Human Development, Charlottesville, VA.

- Responsibilities included counselor recruitment; data-base, application system, and website design & development; student applicant review; alumni data collection; and communications with students, parents, and other interested or involved persons.

2009-2013 **University Supervisor for Teaching Associates**

University of Virginia, Curry School of Education & Human Development, Charlottesville, VA.

*The Curry School uses a coaching model for their teacher education students. University Supervisors provide mentorship and feedback through the use of specific protocols.*

- Supervised and mentored preservice English teachers in their field placements: provided feedback on lesson plans, observed each student's classroom teaching on 4-6 occasions, evaluated progress at midterm and end of placement, collaborated with students' mentor teachers to promote a successful completion of the internship.

## **COMMITTEES**

### **National**

- Member, Committee against Racism and Bias in the Teaching of English, National Council of Teachers of English, 2013-15

### **State**

- Member, Virginia Conference on English Education, 2013-present.
- Member, Content Review Committee (SOL, End-of-Course Writing Test), Virginia Department of Education, Richmond, VA, 2004.

### **University**

- Member, Quality Enhancement Plan (QEP) committee, 2018-present.  
*Represent the Curry School in the committee's work to strengthen the writing of students and to create a culture of writing across grounds. Work is defined by 4 priorities: Redefine writing courses, build awareness and advocacy around writing instruction, provide technology support, and provide appropriate professional development. The committee is developing a plan for assessment of our progress which will begin to be implemented in spring 2020.*
- Member, QEP Subcommittee: Second Writing Requirements, 2018-present.  
*Create criteria for writing intensive courses at the university which will be the basis for a university-wide writing requirement. Create an implementation strategy for these criteria and begin its implementation summer and fall 2019.*
- Member, QEP Subcommittee: Professional Development, 2018-present.  
*Identify and begin to implement strategies for supporting instructors of undergraduate writing.*

### **School**

- Appointed chair, Curriculum Review Committee, 2018- 20.  
*Held bi-weekly meetings to review over 40 courses; organized files for review by committee; communicated with faculty regarding necessary revisions to their syllabi; met in person with faculty requiring support in developing or revising syllabi; communicated with faculty members and the Admissions/Enrollment Specialist regarding course approvals; refined a template for on-line/hybrid courses; created a statement to include on all syllabi regarding communications with faculty; updated the face-to-face syllabus template; communicated deadlines and changes to faculty and department chairs.*
- Appointed member, Curriculum Review Committee, 2017- 18.
- Appointed member, Job Search Committee, Senior Student Service generalist position, 2018.

- Member, On-Line Teaching Advisory group, 2016-present.
- Member, Faculty Diversity Group, 2013-14.
- Chair, Curry Research Conference Outreach Committee, 2010-11.

### **Department**

- Member, Secondary Teacher Education, 2013-present.  
*Meet bi-weekly as a group to discuss programmatic priorities and goals, scheduling logistics, conceptions of quality teaching, and ways to strengthen the connection between candidates' clinical placements and their coursework.*

*Review applications, participate in Advance to Graduate Status/Continuation meetings with other secondary program faculty to determine whether students in English education program were prepared for their teaching internships.*

*Developed a one-year program for Post Graduate Master of Teaching students, identified program goals and aligned them with national and state accreditation standards. Developed integrated curriculum and field placements and performance assessment to meet the program goals.*

- Member, Teacher Education, 2013-present  
*Attend and prepare for bi-weekly meetings of the secondary faculty  
Discuss programmatic priorities and goals, scheduling logistics, conceptions of quality teaching, and ways to strengthen the connection between candidates' clinical placements and their coursework.*

*Participate in Advance to Graduate Status/Continuation meetings to determine readiness of students in English education program for their teaching internships.*

*Review applications for B/MT and PG/MT students and actively participate in Application/Permission to Enroll meetings with secondary faculty members in order to make admissions decisions for upcoming cohorts of students.*

- Member, Language Education in Multilingual Contexts (LEMC), 2017-present.  
*Attend monthly meetings to develop a Ph.D. program in LEMC*
- Member, Ad-hoc ESL Committee, 2017-2018.  
*Attend monthly meetings to plan initiatives related to ESL*

*Defined learning targets related to ESL for programmatic revision of secondary education*

*Designed an initial licensure program for ongrounds ESL preservice teachers*

*Mentored a student to develop an on-line module in linguistics*

**PROFESSIONAL DEVELOPMENT WORKSHOPS**

“Richmond Public Schools Summer Writing Institute.” In preparation, a two-week workshop for English teacher-teams from each of the 11 high schools, provided with funding from Arthur Vining Davis Foundations through the *UVA Center for Liberal Arts and Central Virginia Writing Project*, Aug. 2019.

“Writing to learn: The intersection of student creativity, state standards, & authentic learning.” Two one-hour workshops presented at a professional development conference for teachers in Richmond City Schools, through *UVA Center for Liberal Arts*, Oct. 2018.

“Writing--Not just for English language arts: Strategies for promoting & expressing learning through writing.” Half-day workshop provided to 70 teachers from across Virginia through *Virginia School University Partnership (VSUP) professional development conference*, Nov. 2016.

“Reading and writing across the disciplines: Math & science, grades 3-8.” Half-day workshop provided for Giles County 3<sup>rd</sup>-8<sup>th</sup> grade math and science teachers through *UVA Center for Liberal Arts*, October 2016.

“Addressing the diversity in our adolescent writers.” Full-day workshop provided to Culpeper County middle and high school English teachers, Aug. 2016.

“Wordplay: Playful strategies that provide opportunities for adolescents to develop vocabulary in the context of their own writing.” Provided for teachers enrolled in *Ion Creanga State Pedagogical University, Chisinau, Moldova*, Dec. 2015.

“Writing--Not just for English class!” A 1 ½ hour workshop provided to administrators from elementary, middle, and high schools in Fredericksburg City for their leadership meeting, Dec. 2015.

“Writing--Not just for English class!” Half-day workshop provided to 51 teachers from across Virginia through *Virginia University School Partnership (VSUP) professional development conference*, Oct. 2015.

“Central Virginia Writing Project 18-Month Invitational Writing Institute.” Co-taught two-week summer institute for 18-24 k-12 teachers with an elementary school teacher, offered through *Central Virginia Writing Project*, Su 2014 & 15

Writing Instruction professional development, half-day mentoring provided to teachers at Russel Middle School in Brunswick County through the *Central Virginia Writing Project*, Oct. 2014.

"Beyond the 5-paragraph essay: A free hands-on workshop for K-12 teachers of writing." Half-day workshop provided in collaboration with Drs. Jim Seitz and Patricia Sullivan for *UVA Center for Liberal Arts*, April 2014.

"Writing to learn: Writing across the content areas." One-week workshop offered to teachers at Albemarle High School, sponsored by Albemarle High School, Charlottesville, VA, 2009.

"Teaching analytical writing to all students." Workshop conducted for Albemarle County Public School teacher at the annual *Making Connections Conference of Albemarle County Public Schools*, 2003.

### ***SERVICE TO LOCAL ORGANIZATIONS***

#### **Local Public Schools**

- Volunteered at Albemarle High School for an hour weekly. Provided individualized writing support for over 20 seniors working on college applications, *Fall 2018*.
- Mentored a provisionally licensed teacher, Cullen Wade, working at Monticello High School through the licensure process, *2018*.
- Collaborated with three Albemarle High School teachers to pilot an on-line professional learning community (Abigale Baum, Allison Reece, and Hannah Baran). Together we developed a proposal to share our work at a national conference, NCTE, *2016*.
- Mentored a group of 10 high school seniors from Monticello and Albemarle High Schools as they prepared to apply to colleges and universities. *June 2016-January 2017*.
- Provided a free month-long camp for 6 rising 6th graders from Burley, Sutherland, and Jouett Middle Schools: "Writing the Minecraft World," *June 2016*.
- Collaborated with a team from Murray High School consisting of the principal, a teacher, a high school student, and a MT student in the English teacher education program at the Curry School to develop and submit a proposal for a Teach-to-Lead Summit. Our proposal was submitted, and I went with the team to the DOE for summit, *Nov. 2014*.
- Organize and host an annual social event for local mentor teachers, university supervisors, appropriate staff and faculty to meet and develop stronger relations with one another, *Dec. 2014-2019*.

#### **Tupelo Press**

- Consulted with local adolescent writing center director Kristin Miles to support the development of her work with local teenage writers from area public and private high schools. *2014*

### **AWARDS & HONORS**

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Curry School Faculty Council Award for Outstanding Service/Governance, 2019

Curry School Faculty Council Award for Outstanding Teaching, 2019

Lasting Legacy Honoree, 2017, 2018, 2019

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*.

## **PROFESSIONAL AFFILIATIONS**

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- American Educational Research Association, Member, *2010-present*.
- Literacy Research Association, Member, *2011-present*.
- National Council of Teachers of English, Member, *1997-present*.
- Teachers of English for Speakers of Other Languages, *2014-2018*.
- Virginia Association of Teachers of English, Member, *2005-present*.