

## **NOAH ASHER GOLDEN**

www.noahashergolden.org

*[Contact info redacted  
for online publication]*

### **EDUCATION**

**City University of New York Graduate Center**, New York, New York  
Ph.D. in Urban Education: Languages, Cultures, and Contexts, October 2013

Dissertation: "In a Position I See Myself In:" Young Men of Color (Re)negotiating Educational Identities.

Advisor: Dr. Wendy Luttrell

- Conducted research with young men of color from High School Equivalency program in New York City, explored the young men's understandings of and experiences with educational and social inequity through critical narrative analysis
- Coursework in Qualitative and Quantitative Methods, Culture and Identity, Pedagogy in the Urban classroom, History of Educational Reform, Methodological Concerns for Educational Research, Education Policy, Research on Linguistic Practices, Teacher Education and Support, Language Ideologies, Narrative Analysis

**Teachers College, Columbia University**, New York, New York  
Ed.M. in Teaching of English, May 2008

Ed.M. research thesis on teacher collaboration: What difference does a Collaborative Approach Make? The Crew Model in its First Year at Arturo Schomburg Satellite Academy.

Advisor: Dr. Valerie Kinloch

- Coursework in Critical Literacy practices and theory, Qualitative Research Methods, Action Research Models, Ethnography and Participant Observation, Diversity in the Classroom, Cultural and Media Studies, Postmodern Literature

**Teachers College, Columbia University**, New York, New York  
M.A. in Philosophy and Education, May 2001

- Coursework in Philosophy through Literature, Cultural Studies (Youth focus), Politics of Teaching English, Postmodern Literature and Visual Arts, Technology in the Literacy classroom, Teaching of Reading (Fiction and Nonfiction), Teaching of Writing, Teaching of Shakespeare

**Tufts University**, Medford, Massachusetts  
B.A. in Philosophy and English, May 1998

- Graduated Cum Laude with Thesis Honors
- Completed thesis on knowledge and justification of belief in pedagogical practice
- Coursework in Literary Theory, Continental and Analytic Philosophy, Logic, Metaphysics, Epistemology, Ethical Theory, Latin@ Literature, (North) American Literature, British Literature, Japanese Literature

## PROFESSIONAL BACKGROUND

### GRADUATE AND UNDERGRADUATE TEACHING EXPERIENCE

#### California State University, Long Beach, College of Education, Long Beach, CA

Assistant Professor of Teacher Education, August 2019-present

- Teaching *Reading and Writing in the Secondary School*, STEM literacies focus, in Single Subject Credential Program
- Teaching *Intercultural Education in United States Secondary Schools* in Single Subject Credential Program
- Collaborating with future Science and ELA teachers on the *Critical Literacy and Climate Change Curriculum Project*
- Serving as the Vice Chair of the College of Education Faculty Council (September 2020-present)
- Serving as the College of Education Representative on the Graduate Writing Assessment Requirement (GWAR) Committee (November 2019-present)
- Serving on the Program Assessment and Review Council (PARC) (August 2020-present)
- Serving on the Teacher Education Department Admissions and Standards Committee (August 2019-present)
- Serving on the Teacher Education Department Curriculum Committee (August 2020-present)

#### Chapman University, Attallah College of Educational Studies, Orange, CA

Assistant Professor of Integrated Educational Studies, August 2014-May 2019

- Taught *Professional Productivity in Educational Research and Sociocultural Approaches to Literacies Research in Education* in Ph.D. in Education program
- Taught *Secondary Literacy Across the Content Areas* in M.A. in Curriculum and Instruction 4+1 program
- Enacted *Teaching of Writing K-12* course, engaged research, theory and practice of writing pedagogies
- Taught *Inquiry, Evidence, and Decision-Making*, investigated issues of practice through systematic inquiry
- Taught *Social Construction of Difference*, explored privilege and dispossession in educational contexts
- Conducted *Yorba-Chapman Writing Partnership*, a university-school collaboration
- Served as K-12 schools emphasis academic advisor to IES seniors
- Served as advisor to future teachers in the MACI program
- Engaged in program review and strengthening

**Hunter College, City University of New York, New York, New York**

Instructor, Adolescent Literacy MS.Ed. program, January 2013-January 2014

- Taught *Language, Literacy and Culture*, explored how to best support linguistically marginalized learners with practicing educators
- Engaged questions of language, identity, and learning in a pluralistic and democratic society
- Taught *Literacy Research for Change*, employed blended learning to explore research methodologies with practicing Literacy educators
- Analyzed research and practice on Culturally-Relevant Pedagogies
- Collaboratively assessed and analyzed rationales for Qualitative, Quantitative, Mixed-Method, and Action Research
- Instructed practicing teachers in grant-writing to secure funding for literacy research and change in their own educational communities

**Teachers College, Columbia University, New York, New York**

Instructor, Teaching of English M.A. program, September 2007-July 2009

- Created and taught graduate course entitled *Critical Approaches to the Teaching of Literature*, explored Discourse Analysis, Critical Race Theory, Poststructural and Critical Feminist Theory, and Critical Literacy Practices with in-service and pre-service teachers
- Instructed in-service teachers in curriculum design, teaching methods, and classroom management in Phase One and Phase Two *Teaching of English Seminar* courses
- Engaged in Descriptive Review (Collaborative Analysis) of critical classroom incidents through writing projects and videoed lessons with in-service teachers

**RESEARCH EXPERIENCE**

- Enacted study investigating adolescent scholars' (re)positioning practices in a trauma-informed place-based alternative learning program, Fall 2017-Summer 2020.
- Documented Yorba-Chapman Writing Partnership experiences for participating educators, teacher candidates, and adolescent students, Spring 2016-2019.
- Investigated teachers' experiences in high-needs urban district, focusing on shifts in agency/collaboration during educational reforms, Fall 2014-2016.
- Youth Participatory Action Research project with young men of color at HSE Centers, documented strategies and approaches to better connect formal education with young men's experiences and lived realities, Spring 2012.
- Pilot research with young men of color at HSE Centers, explored understandings and experiences with educational disparity discourse, Fall 2011.
- Inquiry Team, Satellite Academy High School: Case Study Research Project to Support Struggling Readers and Writers, Spring 2010.
- Action research project: Literacy educator needs for professional development and support, Spring 2009.
- Participatory Action Research Project: Inviting Students to Build Theory through Literary Analysis and Social Science Co-generative Research, Fall 2009.

- Participatory Action Research Project on Pedagogical Collaboration and Support. What difference does a Collaborative Approach Make? The Crew Model in its First Year at Arturo Schomburg Satellite Academy, Spring 2007.

## **SCHOOL-BASED TEACHER EDUCATION EXPERIENCE**

**New York City Department of Education**, Alternative Education District 79

Literacy Coach, Pathways to Graduation program, September 2010-August 2014

- Conducted Professional Development workshops for teachers in all disciplines for second-chance secondary education program, mentored individual educators
- Engaged colleagues in collaborative development and sharing of project-based learning units
- Created and facilitated after-school borough-wide Professional Learning Community
- Designed and Implemented Common Core Standards workshops and support materials
- Created high-interest lending libraries, model classrooms, and after-school Men's group

**New York City Department of Education**, Satellite Academy High School (All Campuses)

Staff Developer, Satellite Academy High School, September 2009-June 2010

- Created and Implemented Professional Development Workshops for teachers at alternative education second-chance high school, mentored new teachers
- Planned and Facilitated Inquiry Team Action Research/Case Study to support struggling readers and writers across four campuses
- Co-facilitated Umoja Network for Young Men Support Group

## **K-12 TEACHING EXPERIENCE**

Literacy educator, Schomburg Satellite Academy, September 2001-June 2009

- Designed and implemented project-based English Language Arts courses at second-chance alternative high school in the South Bronx, connected coursework and student concerns with local and national activism
- Guided student advisory groups of 16-20 learners, provided academic and social support
- Served as member of school steering committee, curriculum and teacher support committees
- Engaged in democratic decision-making, school/home connections, and multiple community partnerships to build strong school culture.

Head Teacher, Wright Brothers School, September 1998-June 2000

- Taught 29-31 fourth and fifth grade learners at Public School 28, District 6
- Facilitated after-school enrichment program for Literacy skills

## PROFESSIONAL ACTIVITIES

### PEER-REFEREED PUBLICATIONS

- Golden, N.A. (2020). The importance of narrative: Moving towards socio-cultural understandings of trauma-informed praxis. Bank Street Occasional Paper Series.
- Golden, N.A. & Bieler, D. (2019). “People, not profits”: Fighting for the professional organizations we need. *Berkeley Review of Education*, 9(1). <http://dx.doi.org/10.5070/B89146425>
- Golden, N.A. & Pandya, J. (2019). Understanding identity and position for responsive critical literacies. *Language and Education*, 33(3), 211-225.
- Golden, N.A. & Bieler, D. (2018). From "Turning the Page" to getting our noses out of the book: How NCTE can translate its words into activism. *English Education*, 51, 80-93.
- Golden, N.A. (2018). Narrating neoliberalism: Alternative education teachers’ conceptions of their changing roles. *Teaching Education*, 29(1), 1-16.
- Golden, N.A. (2017). “In a position I see myself in:” (Re)positioning identities and culturally-responsive pedagogies. *Equity & Excellence in Education*, 50, 355-367.
- Golden, N.A. (2017). Critical digital literacy across scales and beneath the screen. *Educational Media International*, 54, 373-387.
- Golden, N.A. (2017). “If you can’t go through the door, there’s always a window”: The problem with ‘grit’. *Urban Education*, 52, 343-369.
- Zavala, M. & Golden, N.A. (2016). Prefiguring alternative worlds: Organic critical literacies and socio-cultural revolutions. *Knowledge Cultures*, 4, 207-227.
- Golden, N.A. & Womack, E. (2016). Cultivating literacy and relationships with adolescent scholars of color. *English Journal*, 105, 36-42.

### BOOKS

- Pandya, J.Z., Mora, R.A., Alford, J., Golden, N.A. & deRoock, R. S. (Eds.). (in press, 2021) Handbook of Critical Literacies. New York, NY: Routledge.

### BOOK CHAPTERS

- Golden, N.A. & Petrone, R. (2021). The social production of risk and resilience. In O’Reilly, M. & Lester, J.N. (Eds.). *The Palgrave Encyclopedia of Critical Perspectives on Mental Health*. Palgrave McMillan.

- Golden, N.A. (2020). Countering reified framings of social justice: Building responsiveness through dialogue. In Asmus, B. & Gonzalez, C. (Ed.s) *Engaging the Critical in English Education: Approaches from the Commission on Social Justice in Teacher Education*. Peter Lang Publishing, Social Justice Across Contexts in Education series.
- Golden, N.A. (2019). Challenging misrecognitions through reflexive teacher education: Knowing and growing in an age of commodification. In Charest, B. & Sjostrom, K. (Ed.s) *Unsettling Education: Searching for Ethical Footing in a Time of Reform*. Peter Lang Publishing, Social Justice Across Contexts in Education series.
- Pandya, J. & Golden, N.A. (2018). Fostering impossible possibles through critical media literacies. In Mills, K. A., Stornaiuolo, A., Smith, A. & Pandya, J. (Eds.). *Handbook of Writing, Literacies and Education in Digital Cultures*. New York, NY: Routledge.

### **PRACTITIONER COLUMNS**

- Golden, N.A. (2020). Organizing for meaningful assessment. *English Journal*, 109(6), 16-18.
- Golden, N.A. (2017). (Re)Framing education for equity: Acknowledging outputs and inputs in literacies education. *English Journal*, 106, 86-88.
- Golden, N.A. (2014). Education reform and potemkin villages: expanding conceptions of “data.” *English Journal*, 104, 115-117.

### **CREATIVE WORKS**

- Sieben, N., Golden, N.A., & Emert, T. (2016). A world where all people are safe and valued. Literacy and NCTE. Retrieved from <http://blogs.ncte.org/index.php/2016/08/all-people-safe-valued/>.

### **PEER-REFEREED PRESENTATIONS**

- Golden, N.A. & Petrone, R. Storying trauma in schools: Examining teachers’ conceptions of trauma-informed pedagogy. Research presented at the American Educational Research Association (AERA) Division K, Section 4 (Socio-cultural and Racial Formations of Teaching and Teacher Education), April 2021.
- Golden, N. A. "Doubting Themselves": The Disembedding Effects of Platform Pedagogies for "At-Risk" Youth [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/sghpoy7> (Conference Canceled, April 2020)
- Pandya, J. Z. & Golden, N. A. *The Social Responsibility of Critical Literacy Researchers in Today's World* [Working Group Roundtable]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/yygptoh5> (Conference Canceled, April 2020)

- Research presenter. Navigating trauma in school: Youth repositioning and the fostering of literate identities. Research presented at Annual Conference of the Literacy Research Association (LRA), Tampa, FL, December 2019.
- ELATE Research Initiative Award Winners Research presenter. Supporting marginalized students' (re)positioning: Investigating the role of instruction in adolescent learners' identity work. Research presented at the Annual Conference of the National Council of Teachers of English (NCTE), Baltimore, MD, November 2019.
- Workshop presenter (with Martin, Kahdeidra, Schieble, M., and Vetter, A.). Race, Whiteness, and Teaching English Language Arts. Workshop enacted at the Annual Conference of the National Council of Teachers of English (NCTE), Baltimore, MD, November 2019.
- Roundtable research presenter. Critical Literacies and Secondary STEM Education. Research presented at the Annual Conference of the National Council of Teachers of English (NCTE), Baltimore, MD, November 2019.
- Roundtable research presenter. Unsettling Education: Searching for Ethical Footing in a Time of Reform. Research presented at the Annual Conference of the National Council of Teachers of English (NCTE), Baltimore, MD, November 2019.
- Roundtable Chair. Images of Possibility: Teaching and Learning Toward Freedom. Annual Conference of the National Council of Teachers of English (NCTE), Baltimore, MD, November 2019.
- Respondent. Critical Media Literacy in English Education. Annual Conference of the National Council of Teachers of English (NCTE), Baltimore, MD, November 2019.
- Respondent. Diverse Inquiries on Preparing English Teachers to Practice Culturally Sustaining Pedagogy. Annual Conference of the National Council of Teachers of English (NCTE), Baltimore, MD, November 2019.
- Research presenter. The activism of remix: Helping students find their voices through digital re-creation. English Language Arts Teacher Educators (ELATE, formerly CEE) biannual Summer Conference, Fayetteville, AR, July 2019.
- Workshop presenter (with Bieler, D.). Interrupting Whiteness in and from English Teacher Preparation Programs. English Language Arts Teacher Educators (ELATE, formerly CEE) biannual Summer Conference, Fayetteville, AR, July 2019.
- Writing & Literacies research panel presenter. Critical digital literacies across scales and beneath the screen. Research presented at Annual Conference of the American Educational Research Association (AERA), Toronto, ON, April 2019.
- Writing & Literacies research panel presenter. "Now that I realize...I can grow": Adolescent scholars self-authoring through trauma (re)Positioning literacy. Research

presented at Annual Conference of the American Educational Research Association (AERA), Toronto, ON, April 2019.

- Research presenter. “We travel more and we gain...social capital”: Literacies and positioning in an alternative place-based learning program. Research presented at Annual Conference of the Literacy Research Association (LRA), Indian Wells, CA, November 2018.
- Research presenter. Grounding adolescent literacies in desire and place: The value of a scalar analysis of narratives. Research presented at Annual Conference of the Literacy Research Association (LRA), Indian Wells, CA, November 2018.
- Research presenter. Literacies and civic engagement in motion. Research presented at Annual Conference of the Literacy Research Association (LRA), Indian Wells, CA, November 2018.
- Research presenter. Challenging misrecognitions through reflective teacher education: Knowing and growing in an age of commodification. Research presented at the Annual Conference of the National Council of Teachers of English (NCTE), Houston, TX, November, 2018.
- Research presenter. Enacting justice and equity in English Education. Research presented at the Annual Conference of the National Council of Teachers of English (NCTE), Houston, TX, November, 2019.
- Roundtable presenter (with Chapman future educators Cain, T., Llewyn, E., & Zeigler, K.). Building critical media literacy through journalistic writing and multimedia production. Project presented at the Annual Conference of the National Council of Teachers of English (NCTE), Houston, TX, November, 2018.
- Research presenter. Re-claiming voices of youth within increasingly hostile school climates. Research presented at the Annual Conference of the National Council of Teachers of English (NCTE), St. Louis, MO, November, 2017.
- Research presenter. Cultivating equity across contexts: Social justice with teacher candidates, secondary students, and in-service teachers. Research presented at the Conference on English Education (CEE) biannual conference, Columbus, OH, June 2017.
- Roundtable leader. Centering intersectional, justice-oriented English education. Research presented at the Conference on English Education (CEE) biannual conference, Columbus, OH, June 2017.
- Division K research presenter (with Allen, Q.) Black male youth and educational opportunity: Positioning theory as a framework for responsive teacher education. Research presented at Annual Conference of the American Educational Research Association (AERA), San Antonio, TX, April 2017.



- Workgroup leader (with Bieler, D., Jones, D., & Dover, A.). How can equity-oriented teacher educators respond to corporatization? A research and resistance roundtable. Workshop presented at Annual Conference of the American Educational Research Association (AERA), San Antonio, TX, April 2017.
- Research presenter. ‘Social justice’ in English teacher education: A document analysis of CAEP Standard VI exemplars. Research under review for the National Council of Teachers of English Assembly of Research (NCTEAR), San Francisco, CA, February 2017
- Chair and research co-presenter. The utility of identity as position: Working towards responsive critical literacies, desire-centered research, and equity. Research presented at the Literacy Research Association Annual Meeting, Nashville, TN, December 2016.
- Panelist. Navigating multiple pathways to publication and living the writerly life in academia. Work presented at the Literacy Research Association Annual Meeting, Nashville, TN, December 2016.
- Research panel chair. Advocating for meaningful assessment in neoliberal times. Review of research presented at the Annual Conference of the National Council of Teachers of English (NCTE), Atlanta, GA, November 2016.
- Roundtable presenter. Equity and social justice in English education. Project and scholarship presented at the Annual Conference of the National Council of Teachers of English (NCTE), Atlanta, GA, November 2016.
- Research panel co-presenter. (with Hulett, V., Loreda, S., Markey, C., Miller, E., Moser, R., & Vargas, G.) Learning lived realities through authentic writing. Research presented at the Annual Conference of the National Council of Teachers of English (NCTE), Atlanta, GA, November 2016.
- Division G research panel presenter. A nation at promise: Challenging deficit constructions of male youth labeled “at-risk”. Research presented at Annual Conference of the American Educational Research Association (AERA), Washington, DC, April 2016.
- Division G research panel presenter. Countering reified framings of social justice: Revisiting the ‘critical’ in critical literacy. Research presented at Annual Conference of the American Educational Research Association (AERA), Washington, DC, April 2016.
- Division K research panel presenter. Neoliberalism on the ground: Teachers’ changing roles and relationships in an alternative high school equivalency program. Research presented at Annual Conference of the American Educational Research Association (AERA), Washington, DC, April 2016.
- Writing and Literacies SIG research panel presenter. Revisiting literacies and identities: Agency, Intertextuality, and Positioning in learning spaces. Research presented at Annual

Conference of the American Educational Research Association (AERA), Washington, DC, April 2016.

- Research presenter. Expanding culturally-responsive literacies: Camera as cultural tool. Research presented at Annual Conference of the Literacy Research Association (LRA), Carlsbad, CA, December 2015.
- Research co-presenter. Improvisation and equity: The role of literacy in the identity enactments of marginalized youth. Research presented at Annual Conference of the Literacy Research Association (LRA), Carlsbad, CA, December 2015.
- Research panel presenter. Language, identity, and social space: Building theory with youth through literary analysis and social science. Research presented at Annual Conference of the National Council of Teachers of English (NCTE), Minneapolis, MN, November 2015.
- Roundtable presenter. Teaching for equity: Resisting entrenched notions of literacy education for social justice. Research presented at Annual Conference of the National Council of Teachers of English (NCTE), Minneapolis, MN, November 2015.
- Roundtable presenter. Bridging Social Justice and Future Educators' Dispositions. Research presented at biannual conference of International Federation of the Teaching of English (IFTE)/Conference on English Education (CEE), Bronx, NY, July 2015.
- Research panel presenter. "You Actually Became Something:" Young Men of Color, (Re)Positioning, and Literacy. Research presented at Annual Conference of the National Council of Teachers of English (NCTE), Boston, MA, November 2013.
- Research Strand Roundtable presenter. Naming the World Differently: Young Men of Color and Educational Disparity Discourse. Research presented at Annual Conference of National Conference of Teachers of English (NCTE), Las Vegas, NV, November 2012.
- Presenter (with Young Men's Group). Finding Our Callings: Our Response to the Vibrations and the Trap. YPAR project presented at the Critical Race Studies in Education Association (CRSEASSA) Annual Conference, New York, NY, June 2012.
- Lead Presenter. Participatory Action Research and Theory: Inviting Students to Build Theory through Literary Analysis and Social Science Co-generative Research, Research project presented at Annual Conference of the National Council of Teachers of English (NCTE), Philadelphia, PA November 2009.
- Lead Presenter. Media, Determinism, and Bigger Thomas: Reading Our Social Worlds through Richard Wright's Native Son. Annual Meeting of the Center for Anti-Oppressive Education (CAOE), Chicago, April 2008.

## INVITED PRESENTATIONS

- Theory-to-practice presenter. Project-based Learning, Learner Identities, and Alternative Education. Interactive talk presented to César E. Chávez High School Redesign Team, Santa Ana Unified School District, CA, April 2021.
- Research presenter. Re-positioning for Equity. Interactive talk as part of Georgia State University's College of Education & Human Development *Critical Collaborative for English Language Arts Educators: Virtual Fall Speaker Series*. 15 October, 2020.
- Research presenter. Literacies, identities, and learning. Orange County Human Relations BRIDGES Summer Program. July, 2017.
- Research presenter (with Holmes-Andrews, R.). Creating Spaces for Youth Participatory Action Research (YPAR) in Secondary Learning Environments. Research presented at the Free Minds, Free People Conference in Baltimore, MD, July 2017.
- (Com)Passionate English Education panel presenter. Conference on English Education (CEE) biannual conference, Columbus, OH, June 2017.
- Invited Speaker. Narrative Analysis, Agency, and Literacy. Analytical methods and research presented at Teachers College Columbia University English Education program, New York, NY, March 2014.
- Invited Speaker. "School is not where they live:" Narrative Analysis Methodology in Sociocultural Literacy Research. Analytical Methods and Research presented at Lesley University, Cambridge, MA, July 2014.
- Invited Speaker. Narrative Analysis, Agency, and Literacy. Analytical methods and research presented at Teachers College Columbia University English Education program, New York, NY, March 2014.
- Invited Speaker. Radical Listening with Youth: Collaborative Research and Action in Literacy Education. Project presented at Teachers College Columbia University Racial Literacy Roundtable (RLR) Series, New York, NY, February 2014.
- Invited Speaker. "In a Position I See Myself In:" Identity and Learning. Research presented at Millsaps College Education Department, Jackson, MS, November 2013.
- Invited Speaker. Perspectives on Urban Education. Identity and Literacy: Young Men of Color and Positioning/(Re)positioning Practices. Research presented at Graduate Center CUNY Urban Education Lecture Series, New York, NY, November 2013.
- Invited Speaker. Narrative Analysis Methodology and Methods. Narrative analysis process and research presented at Teachers College Columbia University English Education program, New York, NY, March 2013.

- Presenter (with Young Men’s Group). Young Men of Color and Educational Histories: Dialoguing around Our Stories to Explore Meaningful Teaching and Learning. Youth Participatory Action Research project-in-progress presented at New York Collective of Radical Educators (NYCoRE) Annual Conference, New York, NY, March 2012.
- Lead Presenter. Masculinity, Race, and the GED: Collaborating with Students on Literacy and Agency, Pilot Research Project presented at Free Minds, Free People Conference, Providence, RI, July 2011.

## PROFESSIONAL AFFILIATIONS

### American Educational Research Association (AERA)

- Division K: Teaching and Teacher Education
- Writing and Literacies SIG
  - Graduate Student Mentor, Writing and Literacies SIG mentoring Program

### Literacy Research Association (LRA)

- Area Chair: Pre-service teacher education in literacy (2018-2020)

### National Council of Teachers of English (NCTE)

- English Language Arts Teacher Educators (ELATE, formerly CEE)
  - Chair, CEE Nominating Committee (September 2016-September 2017)
  - Co-chair, Commission on Social Justice in Teacher Education Programs (November 2014-November 2016)

### Transnational Critical Literacy Network

- Founding member with Alford, J.; de Rook, R.; Mora, R.; Pandya, J. (2018-present)

### TEACH Academy, Santa Ana Unified School District

- Board member of high school program for future educators, Century High School, Santa Ana, CA (2018-present)

## GRANTS RECEIVED

- Spencer Foundation, Literacies and Positioning. \$50,000.00 **2019-2020**
- ELATE Research Initiative Award, Literacies and Positioning. \$2,500.00, **2018-2019**
- Klein Legacy Foundation, “Yorba-Chapman Writing Partnership”, university-school collaboration. \$40,000.00, **2016-2019**
- City University of New York, Writing Across the Curriculum Graduate Assistant Fellowship. \$25,000.00 **2012-2013**
- Graduate Center CUNY, The Meanings of the GED, Pilot Study Grant. \$1,000.00 **2011-2012**

## INTERNAL BOOK REVIEWS

- Routledge Reviewer. *Becoming critical teacher educators: Narratives of disruption, possibility, and praxis in teacher education*. Edited by Julie Ellison Justice and F. Blake Tenore. Routledge Education: Taylor and Francis Group, 2018.
- Rowman Reviewer. *Enacting adolescent literacies across communities: Latino/a scribes and their rites*. R. Joseph Rodriguez, Rowan, 2017.
- Routledge Reviewer. *Moving Critical Literacies Forward: A New Look at Praxis Across Contexts*, Edited by Jessica Zacher Pandya & Julianna Ávila. Routledge Education: Taylor and Francis Group, 2014.
- Routledge Reviewer. *Framing Languages and Literacies: Socially Situated Views and Perspectives*, Edited by Margaret R. Hawkins. Routledge Education: Taylor and Francis Group, 2013.
- Routledge Reviewer. *Curriculum, Syllabus Design and Equity: A Primer and Model*, Allan Luke, Annette Woods, and Katie Weir. Routledge Education: 2012.