

## Kelly C. Johnston, EdD

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Assistant Professor

Kelly\_Johnston@baylor.edu

Department of Curriculum & Instruction

Baylor School of Education

One Bear Place #97314

Waco, TX 76798

### EDUCATION

- 2018 Ed.D. Curriculum and Teaching, Literacy Studies concentration  
**Teachers College, Columbia University**, New York, New York
- 2011 M.Ed. Reading Education, Department of Curriculum and Instruction  
**Texas State University**, San Marcos, Texas
- 2004 B.S. Interdisciplinary Studies, Reading specialization  
**Baylor University**, Waco, Texas

### PROFESSIONAL EXPERIENCE

#### Postsecondary

- 2018-Present *Assistant Professor*, Department of Curriculum and Instruction  
**Baylor University**, Waco, Texas
- 2018 *Instructor*, Department of Curriculum and Instruction  
**Baylor University**, Waco, Texas
- 2015 *Instructor*, Department of Teaching, Learning, and Culture  
**The City College of New York**, New York
- 2013-2015 *Literacy Instructor*, Department of Curriculum and Teaching  
**Teachers College, Columbia University**, New York, New York
- 2013-2015 *Doctoral Research Fellow*, Elementary Literacy Research and Education  
Department of Curriculum and Teaching  
**Teachers College, Columbia University**, New York, New York
- 2012-2014 *Zankel Urban Fellow*, K-8 Literacy Education, NYC DOE Public Schools  
**Teachers College, Columbia University**, New York, New York
- 2012-2013 *Doctoral Research Fellow*, Institute for Urban and Minority Education  
Literacy Teachers Initiative (K-8 classrooms), Harlem, New York  
**Teachers College, Columbia University**, New York, New York

K-8

2010-2012 *Reading Interventionist and Literacy Coach*  
**Simon Middle School**, Kyle, Texas

2008-2010 *Interventionist*  
**Hyde Park Schools**, Austin, Texas

### TEXAS EDUCATOR CERTIFICATIONS

Elementary Reading (Grades 1-8)  
Elementary Self-Contained (Grades 1-8)  
English as a Second Language Supplemental (Grades 1-8)  
English Language Arts and Reading (Grades 4-8)  
Social Studies (Grades 4-8)

### RESEARCH

ORCID ID number: 0000-0002-9287-8237

Scopus Author ID: 57207883650

### JOURNAL PUBLICATIONS (peer reviewed)

\*indicates graduate student coauthor

Tondreau, A., & **Johnston, K.C.** (2022). Inquiry-based teacher writing groups as sites for professional learning and restorying identities. *The Teacher Educator*.  
<https://doi.org/10.1080/08878730.2022.2107130>

Lemieux, A., Scott, F., & **Johnston, K.C.** (2022). Dis/comforting shelfies: Travelling literacies other-wise in disrupted times. *Digital Culture & Education*, 14(2), 18-26.

**Johnston, K.C.**, & \*Harper, T. (2021). Refining literacy pedagogy through practitioner inquiry partnerships. *The Reading Teacher*, 75(2), 169-177. DOI: 10.1002/trtr.2040

**Johnston, K.C.**, Omogun, L., & Lee, C. (2021). From New York City to the world: Examining critical global literacies in the English Language Arts classroom. *Journal of Research in Childhood Education*, 35(2), 215-230. DOI: 10.1080/02568543.2021.1880992

Fredrick, R., Marttinen, R., & **Johnston, K.C.** (2021). Broadening horizons: International partnership through sport, positive youth development, and literacy. *Journal of Teaching in Physical Education*. DOI: 10.1123/jtpe.2021-0012

- Marttinen, R., McAlister, K., Ives, S., Battistella, S., Fredrick, R., **Johnston, K.**, & Wilson, K. S. (2021) Fitness, PA, perceived competence, parental support, and literacy outcomes in the REACH after-school sports program. *Collegium Antropologicum*, 45(3), 225-234. doi:10.5671/ca.45.3.6
- Nichols, T. P. & **Johnston, K.C.** (2020). Rethinking “availability” in multimodal composing: Infrastructures of digital design. *Journal of Adolescent and Adult Literacy*, 64(3), 259-270. DOI: 10.1002/jaal.1107
- Marttinen, R., **Johnston, K.C.**, Flory, S., & \*Meza, B. (2020). Enacting a body-focused curriculum with young girls through an activist approach: Leveraging the after-school space. *Physical Education and Sport Pedagogy*, 25(6), 585-599. DOI: 10.1080/17408989.2020.1761954
- Marttinen, R., Fredrick, R., **Johnston, K.C.**, Phillips, S., & Patterson, D. (2020). Implementing the REACH after-school program for youth in urban communities: Challenges and lessons learned. *European Physical Education Review*. 26(2), 410-428.
- Johnston, K.C.** (2019). Assembling communities: Looking at how communities work for enacting critical literacies pedagogy in the classroom. *English Teaching: Practice & Critique*, 19(1), 121-135. DOI: 10.1108/ETPC-05-2019-0070
- Marttinen, R., **Johnston, K.C.**, Phillips, S., Fredrick, R., & \*Meza, B (2019). REACH Harlem: Young urban boys’ experiences in an after-school physical activity positive youth development program. *Physical Education and Sport Pedagogy*, 24(4), 373-389. DOI: 10.1080/17408989.2019.1592147
- Johnston, K.C.**, Marttinen, R., Frederick, R., & Bhat, V. (2019). Girls’ experiences in a positive youth development sport program: Developing a participant-centered space. *Journal of Youth Development*, 14(1), 93-111. DOI: 10.5195/jyd.2019.729
- Ongaro, C. & **Johnston, K.C.** (2018). Rootedness research: Local possibility amid a cosmopolitan network. *The William and Mary Educational Review*, 5(1), 52-68.

#### JOURNAL PUBLICATIONS (editor reviewed)

- Johnston, K.C.** (2020). Tapping into the *feeling power*: Considering the affordances of the affective nature of multimodal literacies. *Language Arts*, 97(3), 194-197.

#### BOOK CHAPTERS (peer reviewed)

- Lemieux, A., **Johnston, K.C.**, & Scott, F. (2022). Methodological imperatives toward the otherwise: Rethinking what literacies matter. In Burnett, C., Bailey, C., Kosnik, C., & Rowsell, J. (Eds.), *Unsettling literacies: Directions for literacy research in precarious times* (pp.67-81). DOI:[10.1007/978-981-16-6944-6\\_5](https://doi.org/10.1007/978-981-16-6944-6_5)

Ehret, C., **Johnston, K.C.**, & Rowsell, J. (2021). Proposing a politics of immediation for literacy studies, or what is possible for literacy studies beyond critical theory's mediations? In Pandya, J.Z, Mora, R.A., Alford, J., Golden, N.A, & de Roock, R.S (Eds.), *The Handbook of Critical Literacies*. New York, NY: Routledge.

Fredrick, R., Marttinen, R., & **Johnston, K.C.** (2020). REACH after-school: Integrating literacy and physical activity in underserved communities. In Marttinen, R., Centeio, E., & T. Quarmby (Eds.), *Approaches to before and after school physical activity programs: Frameworks, critical issues, and underserved populations*. New York, NY: Routledge.

**Johnston, K.C.** (2020). *The Day You Begin*: Using children's lived experiences as a tool for cultivating critical consciousness. In Scott, L. & Purdum-Cassidy, B., (Eds.), *Multicultural literature in the content areas: Transforming K-12 classrooms into engaging, inviting, and socially conscious spaces*. London, UK: Rowan & Littlefield.

## BOOK REVIEWS

**Johnston, K.C.** & Johnston, L.J. (2022). Children and young adult literature book review [Review of *Cat Kid Comic Club: Perspectives* by Dav Pilkey]. *Journal of Literacy and Language Education* 18(1), 1-2.

**Johnston, K.C.** (2019). First Opinion: Fostering thinking and imagination through science, math, and the human experience [Review of *A Hundred Trillion Billion Stars* by Seth Fishman]. *First Opinions, Second Reactions* 12(1), 16-18.

**Johnston, K.C.** (2018). [Review of the book *Adolescents' New Literacies with and Through Mobile Phones* by Julie Warner]. *Teachers College Record*, ID Number: 22363.

## MANUSCRIPTS SUBMITTED FOR PUBLICATION (peer reviewed)

**Johnston, K.C.** Youths' unsanctioned forms of engagement in the literacy classroom [Manuscript submitted for publication].

**Johnston, K.C.** & Marttinen, R. Examining literacy integration with physical education and health in an after-school program for culturally and linguistically diverse children and youth [Manuscript submitted for publication].

Scott, L., & **Johnston, K.C.** Learning from the Freedom Schools model: Examining caregivers' perspectives on their children's learning through culturally relevant teaching and critical literacy [Manuscript under revision].

Banville, D., Marttinen, R., Daum, D., & Johnston, K.C. Struggles and successes of pre-service teachers when implementing a student-centered curriculum integrating physical activity and literacy in an after-school program [Manuscript submitted for publication].

## PUBLIC SCHOLARSHIP

Johnston, K.C. (2020). Attention to affect: Rehumanizing literacy pedagogy through a focus on affect. *Literacy Today*, 37(4), International Literacy Association.

Johnston, K.C. (2019). *The productive—and necessary—expansion of literacy over the past 100 years: What this means and why it matters*. Centennial Faculty Guest Blog. School of Education, Baylor University.

Johnston, K.C. (Invited Speaker) & Marttinen, R (Producer). (2019). *Girls' experiences in a Positive Youth Development Sport and Literacy Program: Co-creating a participant-centered space* [Podcast]. Retrieved from <https://anchor.fm/pwrhpe>

## MANUSCRIPTS IN PREPARATION

Johnston, K.C., Scott, F., & Lemieux, A. Well beings, well bodies: Reimagining literacy inequities through the embodied literacy practices of children and young people.

Johnston, K.C., Lemieux, A., Lee, C.C., & Rowsell, J. Anti-critical race theory policies and side a/effects on literacy education: An integrative literature review.

Johnston, K.C., \*Maldonado, A., \*Phipps, L., \*Jiao, Y., \*Cunningham, M., \*Lavallais, B., & \*Wade, J. Literacy teachers' critical identity examinations through self-study.

Johnston, K, & Marttinen, R. REACH Paraguay: Integrating literacy and sports to support Latinx youth through a United States Peace Corps and Latin America partnership.

Johnston, K.C. Examining culturally diverse children's literacy engagement for individual and collective wellbeing.

## GRANT ACTIVITY

### Funded External Awards

\$2,000      Johnston, K.C. (2022). *Using research to cultivate interdisciplinary literacy methods for elementary pre-service teacher education candidates*. Research funded by Education Deans of Independent Colleges and Universities of Texas.

\$2,150 Morrell, J., & Johnston, K.C. (2013). *Socioemotional health, literature, and writing*. Research funded by the International Literacy Association Teacher as Researcher Grant.

### Funded Internal Awards

\$5,400 LeCompte, K., Johnston, K.C., & Talbert, C. (2022). *Utilizing researcher's workshop to integrate literacy across the curriculum*. Research and professional development funded by the Baylor University School of Education Oversight Council.

### Unfunded Submissions

\$22,818 Johnston, K.C. (2022). *Centering children's literacy experiences in a community-based space*. Grant submitted to the Dr. Benjamin Brown IV Fund for Interdisciplinary and Collaborative Scholarship, Baylor University. Principal Investigator.

\$573,868 Johnston, K.C., Marttinen, R., & Fredrick, R. (2021). *Integrating literacy and physical activity to cultivate culturally responsive character education for children and youth*. Grant submitted to the Templeton Foundation, Character in Communities Funding Initiative. Principal Investigator (Online funding inquiry).

\$50,000 Johnston, K.C. (2019). *Cultivating equitable literacy instruction and outcomes through collaborative participatory action research*. Grant submitted to the Spencer Foundation, Small Grants Program. Principal Investigator.

\$39,193 Morrell, J., Morrell, E., & Johnston, K.C. (2013). *Collaborative action research and literacy pedagogy in elementary Harlem classrooms*. Grant submitted to the Spencer Foundation, Small Grants Program.

### NATIONAL/INTERNATIONAL CONFERENCE PRESENTATIONS (peer-reviewed)

\*Indicates graduate student co-presenter

\*Talbert, C., Johnston, K.C., & LeCompte, K. (accepted). *Elementary and university educators partner for student inquiry: Teacher perceptions of researcher's workshop*. Paper to be presented at the 2023 American Education Research Association Conference, Chicago, Illinois.

Johnston, K.C., Scott, F., & Lemieux, A. (2022). *Well beings, well bodies: Reimagining literacy inequalities through the bodily practices of children and adolescents*. Research presentation with Chair Karen Daniels at the United Kingdom Literacy Association Annual Conference, Birmingham, England.

\*Griffo, J., Kulinna, P.H., van der Mars, H., Marttinen, R., **Johnston, K. C.**, Moses, L., & Nam, K. (2022). *Because Reading People is just as Important as Reading Books: Stakeholders' Perceptions of Reading Integration*. Paper presented at the International Association for Physical Education in Higher Education, Gold Coast, Queensland, Australia.

**Johnston, K.C.** & Marttinen, R. (2022). *Reimagining literacy integration in interdisciplinary spaces: Learning from an evolved approach in after-school program*. Symposium session "Literacy Learning for Students with Characteristics of Dyslexia or Other Reading Disabilities. American Education Research Association Conference, San Diego, California.

**Johnston, K.C.**, Scott, F., & Lemieux, A. (2021). *Diff/reading data as a method of attending to literacies of the other-wise*. Paper presentation "Posthuman Approaches to Literacy" with Beach, W., Stewart, E., Lesley, M., Hanzel, S., Boschee, J.K. Chair and Discussant: Kristin Black. Literacy Research Association Annual Conference, Atlanta, Georgia.

Han, K., Rigell, A.K., Banack, A., Broemmel, A., Maples, A., Vines, N., Jordan, J.J., Martin-Young, D. (2021). Paper session: "Teachers, Students and Curriculum: Deconstructing Whiteness." **Chair: Kelly C. Johnston.** Discussant: Amy Vetter. Literacy Research Association Annual Conference, Atlanta, Georgia.

Scott, F., **Johnston, K.C.**, & Lemieux, A. (2021). *Methodological imperatives toward the other-wise: Rethinking what literacies matter*. Paper presented at the 2021 United Kingdom Literacy Association Conference [virtual].

**Johnston, K.C.**, & \*Harper, T. (2021). *Practitioner inquiry in the midst of mandates: Examining teachers' shifts in literacy pedagogy*. Paper session: "Exploring Models of Literacy Instruction" with Conley, K., Xia, Y., Patthoff, A., Bravo, M., Tellez, K., Keane, K., Gibson, S., Riggs, V., Massey, K. American Education Research Association Conference [virtual].

Scott, L., & **Johnston, K.C.** (2021). *Feeling invested in the Freedom School model: Engagement and curricular voice from parents' perspectives*. Roundtable session "Social Studies: Learning Outside of the Classroom" with Soria, B.G., Riel, J., Lawless, K., Oren, J., Burg, S., Gurn, A. American Education Research Association Conference [virtual].

**Johnston, K.C.** & Marttinen, R. (2021). *Sport-based youth development abroad: Addressing Peace Corps Health Sector Goals through REACH in Paraguay*. Paper session "International Relations Committee" with Kitta, I., Akiba, M., Byun, S., Kyeongwon, K., Sangkyoo, K. Chair: Katariina Salmela-Aro. American Education Research Association Conference [virtual].

Lemieux, A., **Johnston, K.C.** & Scott, F. (2021). *Methodological imperatives toward the other-wise: Rethinking what literacies matter*. Roundtable session "Response-able Pedagogies in Educational Research: Four Studies Using Posthuman Methodologies Across Contexts" with Nordstrom, S.N., Truman, S.E., Rubin, J.C. Chair: Amélie Lemieux. Discussant: Jennifer Rowsell. American Education Research Association Conference [virtual].

- Fredrick, R., Marttinen, R., **Johnston, K.C.**, & Fernandez, J. (2021). *Broadening horizons: International outreach through sport, character, and literacy*. Paper presentation. Society of Health and Physical Educators (SHAPE) Virtual National Convention.
- Johnston, K.C.**, \*Omogun, L., & Chen, L. (2020). *Critical global literacies*. Paper accepted for the 2020 National Council of Teachers of English Conference, Denver, Colorado. [session cancelled due to COVID-19 pandemic]
- Johnston, K.C.**, & \*Harper, T. (2020). *Cultivating a university-school literacy research partnership: Examining practitioner inquiry and students' literacy experiences*. Paper accepted for the 2020 International Literacy Association Conference, Columbus, Ohio. [conference cancelled due to COVID-19 pandemic]
- Johnston, K.C.**, & \*Harper, T. (2020). *Cultivating a university-school participatory action research partnership for improved literacy pedagogy and equitable outcomes*. Paper accepted for the 2020 American Education Research Association Conference, San Francisco, California. [conference cancelled due to COVID-19 pandemic]
- Johnston, K.C.**, Morphis, E., & Tondreau, A. (2019). Alternative format session: *Reconceptualizing the writing process: Embracing 'othered' dimensions of writing*. Chair: Amy Tondreau. Literacy Research Association Annual Conference, Tampa, Florida.
- Nichols, T.P. & **Johnston, K.C.** (2019). *Assembling "availability": Digital infrastructures in multimodal composing*. Symposium presentation "Multimodality in Literacy Research: Frictions, Extensions, and Possible Futures" with Low, D., Pandya, J., Tabi, E., Lemieux, A., Adams, J., Unadkat, D., Monea, B. Chair: T. Phillip Nichols. Discussant: Marjorie Siegel. Literacy Research Association Annual Conference, Tampa, Florida.
- Nichols, T.P., **Johnston, K.C.**, \*Knofski, L., \*Harper, T., & \*Jiao, Y. (2019). *From policy to practice: Tensions and possibilities in ELA standards*. Paper presentation "The Implementation of Literacy Policies, Practices, and Processes: Perspectives In and Out of Classrooms" with Scales, R., Vaughn, M., Stevens, E., Kline, S., Barrett-Tatum, J., Yoder, K., Wellman, D. Wig, A., Young, M. Chair: Elizabeth Years Stevens. Discussant: Rachel Gabriel. Literacy Research Association Annual Conference, Tampa, Florida.
- Johnston, K.C.** (2019). *Post-qualitative research: Working toward transformative change through a rhizomatic approach*. Roundtable paper session "Affect and Post-qualitative Inquiry in Education" with Barnett, B., Cardona, G. American Educational Research Association Annual Conference, Toronto, Ontario, Canada.



- Johnston, K.C.** (2019). *Sanctioning the unsanctioned: Exploring affective engagement in literacy learning*. Roundtable paper session “Art, Affect, and Becoming: Acts of Composing” with Leigh, S.R., Bose, F.N. Chair and Discussant: Christian Ehret. American Educational Research Association Annual Conference, Toronto, Ontario, Canada.
- Marttinen, R., **Johnston, K.C.**, Phillips, S.R., Frederick, R., & \*Meza, B. (2019). *REACH Harlem: Young urban boys’ experiences in an after-school physical activity Positive Youth Development program*. Roundtable presentation. Chair: Victory Ramsey. American Educational Research Association Annual Conference, Toronto, Ontario, Canada.
- Johnston, K.C.** (2018). *Affectively charged literacy practices in the classroom and students’ unsanctioned engagement*. Paper presentation “Disrupting Classroom Talk” with LeBlanc, R. (chair). Discussant: Louise Wilkinson. Literacy Research Association Annual Conference, Indian Wells, California.
- Hill, K.D., Brown, K.T., Shaffer, L., Silva, B., Bolton, E. (2018). Paper session: “The power of writing places and spaces.” **Chair: Kelly C. Johnston**. Discussant: Kira LeeKeenan. Literacy Research Association Annual Conference, Indian Wells, California.
- Johnston, K.C.** (2018). *Post-qualitative research: Examining a rhizomatic approach*. Paper presentation “What Counts as Literacy and What Counts as Research? Design and Critique in Qualitative Literacy Research” with Lipson, C., Howell, E., Phillippakos, Z., Voggt, A., Updegraff, A. Chair: Jon-Phillip Imbrenda. Discussant: Andrea Bien. Literacy Research Association Annual Conference, Indian Wells, California.
- Johnston, K.C.** (2018). *Expanded notions of voice: Using rhizomatic theory to reconceptualize literacy pedagogy*. Session presented at the 2018 National Council of Teachers of English, Houston, Texas.
- Johnston, K.C.** (2018). *Opening up pathways for change: Where might affective engagement with literacies take us?* Session presented at the 2018 International Literacy Association Conference, Austin, Texas.
- Johnston, K.C.**, Marttinen, R., & Fredrick, R. (2018). *Exploring young girls’ empowerment through REACH: An after-school program for urban youth*. Paper presented at the 2018 American Educational Research Association Annual Conference, New York, New York.
- Johnston, K.C.** & Ferguson, D. (2014). *School literacy practices within reformed spaces*. Roundtable Presentation. Literacy Research Association Annual Conference, Marco Island, Florida.
- Morrell, J. & **Johnston, K.C.** (2013). *Model for developing collaborative action research and a community of learners through a university institute partnership with Harlem and Brooklyn K-8 teachers*. Paper presented at the Literacy Research Association Annual Conference, Dallas, Texas.

## UNIVERSITY, REGIONAL, AND STATE PRESENTATIONS

**Johnston, K.C., \*Talbert, C., & \*Sussman, C.** (accepted). *Using Inquiry-based Researcher's Workshop to Integrate Literacy Across Content Areas*. Session to be presented at the 2023 Texas Association of Literacy Educators Annual Conference. Houston, Texas.

\*Sussman, C., \*Talbert, C., & **Johnston, K.C.** (accepted). *Reflections on implementing inquiry-centered instruction to integrate literacy and social studies*. Session to be presented at the 2023 South Central Area Network of Professional Development Schools Conference.

**Johnston, K.C.** (2021). *How might we use texts to cultivate critical literacy in our lives?* Teaching presentation for Baylor University Summer Faculty Institute.

**Johnston, K.C.** (2019). *Developing a research partnership for transformative literacy education*. Research presentation for Baylor University Rising Stars.

**Johnston, K.C., & \*Harper, T.** (2019). *Literacy that transforms: Bringing critical practices to the ELAR classroom*. Session presented at the Texas Association for Literacy Education.

Nichols, T.P., **Johnston, K.C., \*Harper, T., \*Knofski, L., & \*Jiao, Y.** (2019). *Possibilities and tensions in ELA standards: Perspectives from districts, schools, and teachers* Session presented at the Texas Association for Literacy Education.

**Johnston, K.C. & Williams, P.** (2013). *Interweaving cultural awareness into a literacy system through action research*. Research study presented at the New York State Reading Association Annual Conference, Albany, New York.

**Johnston, K.C.** (2011). *Navigating guided reading: A teacher research quest*. Paper presented at the Texas State University Teachers' Conference, San Marcos, Texas.

## INVITED PRESENTATIONS AND PROFESSIONAL DEVELOPMENT

**Johnston, K.C.** (2022). *What is critical literacy, and how do we use critical literacy with children's texts?* Session presented for *Children's Literature* undergraduate course, Department of Curriculum and Instruction, Baylor University.

**Johnston, K.C.** (2022). *Curating themed text sets with diverse texts*. Session presented for Distinguished Scholars Day, School of Education, Baylor University.

**Johnston, K.C.** (2020). *Critical global literacies as integral to globally competent teaching*. Session presented for *Theory and Research in Global Learning* graduate course, College of Education, North Carolina State University.

**Johnston, K.C.** (2019). *(Re)imagining possibilities for youth in schools: A rhizomatic exploration of youth's affective engagements with literacy*. Research presented for International Literacy Association Dissertation Awards Session.

**Johnston, K.C.** (2019). *Literacy that transforms: Considering how critical literacies should inform your literacy pedagogy*. Session presented at the Baylor Beginning Teacher Institute, Waco, Texas.

**Johnston, K.C.** (2015). *(Re)imagining possibilities for youth in schools: A rhizomatic exploration of youth's engagements with literacy*. Invited speaker for the Curriculum and Teaching Doctoral Seminar at Teachers College, Columbia University.

**Johnston, K.C.** (2011). *Remembering their stories*. Invited workshop speaker for the Central Texas Writing Project Write Teacher Workshop, San Marcos, Texas.

**Johnston, K.C.** (2011). *'My Reading Coach' pilot study*. Research study presented at Hays CISD District Officials Meeting, Kyle, Texas.

**Johnston, K.C.** (2010). *Remembering their stories*. Invited workshop speaker for Texas State University Teachers' Conference, San Marcos, Texas.

## **MEDIA COVERAGE**

Baylor University School of Education. Instant Impact. (2020, October 5). *Dr. Kelly Johnston receives Laska Award for Dissertation*. <https://blogs.baylor.edu/soe/2020/10/05/dr-kelly-johnston-receives-laska-award-for-doctoral-research-10-05-2020/>

Baylor University School of Education. Instant Impact. (2019, November 20). *Faculty and Student Literacy Research Recognized by International Literacy Association*. <https://blogs.baylor.edu/soe/2019/11/20/faculty-and-student-literacy-research-recognized-by-international-literacy-association-11-20-2019/>

## **TEACHING ACTIVITY**

### **BAYLOR UNIVERSITY**

#### **Undergraduate**

Comprehension of Expository Texts (K-5)

Social Issues in Education (PK-12)

**Graduate**

Literacy, Equity, and Children's Lives  
Literacy Instruction for Diverse Learning Contexts  
Contemporary Curriculum for Young Children  
Curriculum Inquiry and Analysis  
Contemporary Curriculum: Design and Implementation

Independent Studies:

Critical Literacies  
Multimodality and Literacy  
Literacy Innovations across Content Areas  
Supporting Children's Diverse Comprehension Needs through Inquiry-based Learning  
Youths' Affective Engagement with Literacies

**CITY COLLEGE OF NEW YORK**

Curriculum Development Childhood Education

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Methods and Materials for Reading Instruction  
Masters Action Research Project for Literacy Specialists

**DOCTORAL COMMITTEES**

**COMMITTEE CHAIR AND ADVISOR (Curriculum & Instruction, Baylor University)**

Camille Talbert (in progress). Anticipated graduation 2024.

Tracy Harper, *Refining Literacy Practices through Inquiry-oriented Professional Learning: A Multiple Case Study with Early Career Teachers*, Graduated August 2021

**COMMITTEE MEMBER (Curriculum & Instruction, Baylor University)**

Nate Scholten (in progress). Anticipated graduation 2023.

Ashleigh Maldonado (in progress). *From Triggered to Empowered: A Phenomenological Multi-case Study Assessing Students' Desire for Trigger Warnings when Presented with Reinterpreted Curricular Texts*. Anticipated graduation 2022

Yuyan Jiao (in progress). *How to Better Prepare Preservice Teachers' Awareness of Cultural Responsiveness: A Design-based Study on the Potential of Multimodality as an Inquiry Method across Disciplines*. Anticipated graduation 2022

Lee Anne Brannon (in progress). *Bilingual Educator Pathways: A Case Study Exploring Linguistic Experiences*. Anticipated graduation 2022.

Lindsay Knofski, *Leading with love: A Qualitative Case Study Exploring Preservice Teachers' Development and Implementation of Culturally Responsive Teaching in a Literacy-Centric Field Experience*, Graduated August 2020

**COMMITTEE MEMBER (external departments, Baylor University)**

Xochitl Salazar (in progress).

Department of Educational Leadership, Baylor University, Anticipated graduation 2023

**COMMITTEE MEMBER (external)**

Janelle M. Griffo, *Book it, 1<sup>st</sup> Grade! Keeping the "Physical" in Physical Education while Integrating Children's Literature*, Arizona State University. Graduated August 2021

**MASTER'S COMMITTEES**

**COMMITTEE CHAIR**

Cole Sussman (in process), Anticipated graduation 2023

**COMMITTEE MEMBER (Curriculum & Instruction, Baylor University)**

Hannah Harris (in process), Anticipated graduation 2023

Bryanne Sanchez, *Student-Approved Teaching Strategies to Strengthen English Language Learners' Speaking Abilities*, Graduated May 2022

Madison Cunningham, *Examining the Influence of Multicultural Literature on Students' Perspectives to be Agents of Change*, Graduated August 2020

**COMMITTEE MEMBER (external departments, Baylor University)**

Lauren Oliver, *What do you think? Action Research in Class Discussion Communication*,

Department of Communication, Baylor University, Anticipated Graduation August 2022

***ADVISEMENT***

Maggie Bryant, PhD program (2022-present)

Kristen Davis, PhD program (2022-present)

Cole Sussman, MA program (2022-present)

Camille Talbert, PhD program (2021-present)

Ashleigh Maldonado, PhD program (2020-2022)

Lauren Phipps, MEd program (2021-2022)

Tracy Harper, PhD program (2018-2021)

**EXTERNAL SERVICE**

**EDITORIAL**

- 2021-present Reviewer, *International Journal of Qualitative Studies in Education*
- 2020-present Reviewer, *Research in the Teaching of English*
- 2019-present Reviewer, *Journal of Literacy Research*
- 2019-present Reviewer, *Literacy Research: Theory, Method, & Practice*
- 2018-present Editorial Board Member, *The Reading Teacher*
- 2017-2018 Ad hoc Reviewer, *The Reading Teacher*

**PROFESSIONAL**

- 2022-present Board Member: At-Large Director, Texas Association for Literacy Education
- 2015-present Literacy Advisor and Board Member, Directed Energy
- 2010-present Consultant, Central Texas Writing Project

**NATIONAL**

- 2022-present Co-Chair: Area 7. Critical, Cultural, Social Issues of Literacy Practices In and Out of School, Literacy Research Association
- 2021-present Reviewer, National Council of Teachers of English Assembly of Research
- 2019-present Reviewer, American Education Research Association
- 2018-present Reviewer, Literacy Research Association
- 2019-2021 Historian, Writing and Literacies Special Interest Group, American Education Research Association

**INTERNAL SERVICE**

**Department/School**

- 2022-present Curriculum and Instruction, Qualitative Research Concentration Committee
- 2022-present Curriculum and Instruction, Course Rotation & Cognate Alignment Committee
- 2022-present Curriculum and Instruction, Goals and Priorities Taskforce
- 2022-present Curriculum and Instruction, PhD Admissions Review Committee
- 2021-present Curriculum and Instruction, PhD Program Recruitment
- 2019-present Curriculum and Instruction, Graduate Admissions Review
- 2018-present Curriculum and Instruction, School of Education Undergraduate Recruitment
- 2021-2022 Curriculum and Instruction, Tenure and Promotion Revision Taskforce
- 2019-2022 Curriculum and Instruction Masters of Education Program Taskforce

**University**

- 2021-2022 Faculty Advisor – Bear Care Packages
- 2018-2020 Freedom Schools Advisory Council Member

## HONORS AND AWARDS

- 2022 Innovation in Teaching and Learning Award, Education Deans of Independent Colleges and Universities of Texas
- 2021 Summer Faculty Institute Fellow, Baylor University
- 2020 John Laska Dissertation Award in Teaching, American Association of Curriculum and Teaching
- 2019 Reading Hall of Fame Emerging Scholars Fellowship
- 2019 Timothy & Cynthia Shanahan Outstanding Dissertation Award Finalist, International Literacy Association
- 2018 Rising Star, Baylor University
- 2012-2016 General Scholarship, Teachers College, Columbia University
- 2014-2015 Enid J. Gamer Annual Fund Scholar in Curriculum and Teaching, Teachers College, Columbia University
- 2012-2015 Teachers College, Columbia University Doctoral Fellowship
- 2012-2015 Leland R. Jacobs Scholarship, Teachers College, Columbia University
- 2012-2014 Arthur Zankel Urban Fellowship, Teachers College, Columbia University

## PROFESSIONAL AND ACADEMIC ASSOCIATIONS

- American Educational Research Association, Member  
Writing and Literacies SIG, Member  
Research on Reading and Literacy SIG, Member  
Division G, Member
- International Literacy Association, Member
- Literacy Research Association, Member
- United Kingdom Literacy Association, Member  
Everyday Literacies SIG, Member
- National Council of Teachers of English, Member  
Assembly for Research (NCTEAR), Member  
Early Career Cohort 2021, Member
- Transnational Critical Literacies Network
- Central Texas Writing Project
- Texas Association for Literacy Education
- Baylor University Women's Colloquium
- Baylor University Women's Faculty Writing Program