

CYNTHIA H. BROCK
CURRICULUM VITAE
2022

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Wyoming Excellence Endowed Chair in Literacy Education
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UNIVERSITY POSITIONS

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|---------------|---|
| 2015-present | Professor & Wyoming Excellence Endowed Chair in Literacy Education , University of Wyoming |
| 2015- present | Adjunct Professor , School of Education University of South Australia |
| 2013-2015 | Lecturer/Senior Lecturer in Literacy Studies , School of Education University of South Australia |
| 2009-2013 | Professor of Literacy Studies , The College of Education The University of Nevada, Reno |
| 2002 to 2009 | Associate Professor of Literacy Studies , Department of Educational Specialties The University of Nevada, Reno |
| 1999 to 2002 | Assistant Professor of Literacy Studies , Department of Curriculum & Instruction The University of Nevada, Reno |
| 1996 to 1999 | Assistant Professor of Reading , Department of Reading & Bilingual Education, Texas Woman's University Denton, TX |

EDUCATIONAL BACKGROUND

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| 1997 | Ph. D. | Michigan State University Educational Psychology Subject Area: Literacy Emphasis Area: Second Language Learners Advisor: Dr. Taffy Raphael |
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| 1985 | M.Ed. | Washington State University Reading and Language Arts |
| 1981 | B.S. | Oregon State University Elementary Education/Math Education |

PROFESSIONAL EXPERIENCES

AWARDS, HONORS, FELLOWSHIPS

National/International:

Early Career Achievement Award; Literacy Research Association (1999)

Distinguished Finalist for The International Reading Association's Outstanding Dissertation of the Year (1998)

Spencer Dissertation Fellowship (1995-1996)

A.E.R.A./ Spencer Doctoral Study Fellowship (1994-1995)

American Association of University Women Scholarship (1979-1980)

University:

University of Wyoming, College of Education Outstanding Advising Award, (2020).

University of Nevada Reno, F. Donald Tibbitts Memorial Distinguished Teacher Award Runner Up (2005).

University of Nevada Reno, College of Education, Outstanding Researcher Award (2003)

University Studies Abroad Consortium Faculty International Development Fellowship (2000)
University of Nevada Reno

Arthur R. and Pearl Butler Academic Scholarship (1994) Michigan State University

Recruitment Fellowship (1992) Department of Counseling, Educational Psychology, and Special Education, Michigan State University

Special Education Fellowship Recipient (1986-1987) University of Southern California Department of Education

RESEARCH & GRANTS (FUNDED OR UNDER REVIEW)

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|------|---|
| 2022 | Brock, C.H., Stahl, G., White Eagle, A. (2020-2021). <i>Understanding Northern Arapaho Adolescents as Learners: Exploring Relationships Between Intergenerational Multimodal Literacies and Meaning-Making Practices</i> . The Spencer Foundation. \$50,000. Not funded. |
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- 2019-2020 Escalante, C., Brock, C., Aragon, C., & Shim, J. (2019). *The Current State of Language Pedagogy in Wyoming's Spanish DLI Programs*. University of Wyoming, Arts and Sciences Seed Grant. \$ 14,351. **Funded.**
- 2016-2017 Harris, P. McGinnis, E., Brock, C., & Neill, B. (2016). Developing an ecological approach for supporting young children's literacy in their home languages and English: A pilot study. Education Arts & Social Sciences: Industry/End-User Engagement Funding Scheme. University of South Australia. **\$46,843 AUD. Funded.**
- 2013-2016 P. Harris, A. Glover, E. McInnes, J. Carter, A. Diamond, C. Brock, U. B. Camaitoga - 2013-16 - AusAid ADRAS (Category 1 AusAid Development Research Awards Scheme) - **\$721,731** - *Developing a collaborative community approach to support pre-schoolers' vernacular and English language and literacy development in Fijian communities without access to early childhood services.* **Funded.**
- 2014-2015 Brock, C.H. & Boyd, F.B. (2014-2015). Visiting distinguished researcher award grant for Dr. Fenice Boyd. UniSA Office of Research and Innovative Services. **\$9,000. Funded.**
- 2014-2015 Stahl, G., Caldwell, D., & Brock, C.H. (2014-2015). *Exploring indigenous literacy learning and social justice values with pre-service teachers in the APY lands.* UniSA Division of Education, Arts, and Social Sciences Research Office. **Funded in the amount of \$8901.00.**
- 2013-2015 Brock, C.H., Carter, J., & Kerkham, L. (Funded, November 2013). *Implementing Disciplinary Literacy in Primary Classrooms in Australia and the United States.* DRPF Grant Application: Division of Education, Arts, and Social Sciences Research Office, UniSA. **Funded in the amount of \$10,841.98.**
- 2011-2014 Townsend, D. (PI): (Collaborator with Dr. Dianna Townsend and local middle school educators in Washoe County School District). Dianna Townsend conducted this research project in conjunction with middle school teachers in Washoe County School District. The goal of the project was to explore the learning of students, teachers, and teacher educators regarding the implementation of academic language practices in middle school classrooms (including literacy & content area subjects). **This project is funded by a \$15,000 UNR Junior Faculty Grant to Dianna Townsend and grant monies from the UNR College of Education Scholarly Activities Grant Fund.**
- 2005-2011 Brock, C.H., Pennington, J.L., & Ndura, E. (Co-PIs) (collaborative investigation with Dr. Julie Pennington in literacy, and Dr. Elavie Ndura in multicultural education, and local educators in Washoe County School District). This research project was conducted in conjunction with professors in literacy and multicultural education and a group of elementary school teachers in Reno. The goal of the project is to explore teachers' learning about race, culture, and linguistic diversity. **This project was funded in the amount of \$30,000 by Washoe County School District.**
- 2006-2008 Collaborator: This research project was conducted in conjunction with professors in social studies, U.S. history, literacy and a group of elementary school teachers in Reno, NV. The goal of the project was to explore ways to integrate successfully social studies/history and literacy in elementary classrooms. **This three-year collaborative project (Washoe County School District/University of Nevada, Reno) is funded by a \$955,283 grant to the Washoe County School District.**

- 2001-2003 Templeton, S. & Bear, D. (PIs) Member of the State Task Force, University of Nevada Reno, for the Nevada Reading Excellence Act (NREA). (began Fall 2001 & ended Spring 2003). **The NREA was a federally funded grant (\$26,189,248.00)** that involved collaboration between the Nevada Department of Education, the University of Nevada Reno, and the University of Nevada Las Vegas to improve the literacy learning of Nevada children in the early grades.
- 2000-2003 Brock, C.H. (PI). This research project was conducted with pre-service teachers from my literacy methods course in the fall of 2000. A central goal of the project was to explore how pre-service teachers enacted literacy instruction in a practicum in a diverse urban setting. **This project was funded by a \$9,700 UNR Junior Faculty Grant.**
- 1999-2000 McVee, M., & Brock, C. Implementing New Technologies for Teacher Education and Literacy Methods Courses. The University of Nevada Reno, Instructional Enhancement Grant in the amount of **\$2341.00. Status: Funded.**
- 1999 Brock, C.H. (1999). New Faculty Grant to Promote Research Presentations at National Conferences. Invited address at the International Reading Association for the “New Voices on Best Practices for Struggling Readers” Series. San Diego, CA. Texas Woman’s University Office of Research and Grants Administration in the amount of **\$900.00. Status: Funded.**
- 1998-1999 Brock, C.H. (collaborative investigation with teachers in local school districts) designed to explore how teachers learn to engage in the process of conducting teacher research. This project was **funded in the amount of \$1,500** from Texas Woman’s University.
- 1997-98 Brock, C.H. Studying the role of a Hmong/English mediator in facilitating interactions between fifth/sixth-grade Hmong child and me. Jointly funded by the Texas Woman’s University Office of Grants and Research and the Dean of the College of Education at Texas Woman’s University in the amount of **\$1,316.50. Status: Funded.**
- 1997-98 Flores Dueñas, L. & Brock, C. H. Examining the Communication Patterns and Interaction Styles of a Mexican American Teacher and her Bilingual Students. Texas Woman’s University Office of Research and Grants Administration in the amount of **\$4837.85. Status: Funded.**

PUBLICATIONS

Books

- Harris, P., **Brock, C.H.**, Carter, J., Diamond, A., McInnes, E., Neill, B., Camaitoga, U. (2020). *In children’s words: Fostering children’s literacy through their voices in home languages and English*. Sydney, Australia: Springer.
- Turbill, J., Barton, G. & **Brock, C.H.** Eds. (2015). *Looking back to look forward: Teaching writing in today’s classrooms*. Adelaide, South Australia: Australia Literacy Educators’ Association.
- Boyd, F. & **Brock, C.H.** Eds. (2015). *Social diversities within multiliteracies: complexity in teaching and learning*. New York: Routledge.
- Brock, C.H.**, Goatley, V. G., Raphael, T.E., & Trost, E. (2014). *Engaging elementary students in disciplinary learning and literacy*. New York: Teachers College Press.

- McVee, M., **Brock, C.** & Glazier, J. Eds. (2011). *Sociocultural positioning in literacy: Exploring culture, discourse, narrative, and power in diverse educational contexts*. Cresskill, NJ: Hampton Press.
- Brock, C.**, Lapp, D., Salas, R., & Townsend, D. (2009). *Learning to converse, conversing to learn: Instruction that helps English language learners develop academic language proficiency*. New York: Teacher's College Press.
- Lapp, D., Flood, J., **Brock, C.** & Fisher, D. (2007). *Teaching reading to every child, 4th Edition*. Mahwah, NJ: Erlbaum.
- Brock, C.H.** & Raphael, T.E. (2005). *Windows to language, literacy, and culture: Insights from an English-language learner*. The International Reading Association's Kids InSight Series.
- Boyd, F.B., **Brock, C.H.**, & Rozendal, M.S. Eds. (2004). *Multicultural and multilingual literacy and language practices: Constructing contexts for empowerment*. New York: Guilford Publications.

Handbook Chapters-Invited

- Green, J., **Brock, C.H.**, Baker, W.D., Harris, P. (2020). Positioning Theory: Analyzing learning and identity development in discourse. In Suad Nasir, N., Lee, C., Pea, R., & McKinney de Royston, M. (Ed.), *Handbook of the Cultural Foundations of Learning*. New York: Routledge.
- Brock, C. H.**, Boyd, F. B., Pennington, J. L. (2010). Variation in Language and the Use of Language Across Contexts: Implications for Literacy Teaching and Learning. In Diane Lapp & Douglas Fisher (Ed.), *Handbook of Research on Teaching the English Language Arts (3rd Edition)* (pp. 83-89). New York, NY: International Reading Association/National Council of Teachers of English.
- Brock, C.**, McMillon, G., Pennington, J., Townsend, D., & Lapp, D. (2009). Academic English and African American Vernacular English: Exploring possibilities for promoting the literacy learning of all children. In Morrow, L, Rueda, R., & Lapp, D. (Eds.) *Handbook of Research on Literacy Instruction and Diversity*. New York: Guilford.
- Brock, C.**, Case, R. Pennington, J., Li, G., Salas, R. (2008). In Flood, J., Heath, S.B., and Lapp, D. (Eds.) Using a multimodal theoretical lens to explore studies pertaining to English learners in the visual and communicative arts. *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts*. Mahwah, NJ: Lawrence Erlbaum. (pp. 51-64).
- Brock, C.H.**, Boyd, F. & Moore, J. (2002). Variation in language and the use of language across contexts: Implications for literacy learning. In Flood, J, Lapp, D., Squire, J., and Jensen, J. (Eds.) *Handbook of Research on Teaching the English Language Arts*. Mahwah, NJ: Lawrence Erlbaum.

Journal Publications-Refereed

- Stahl, G. **Brock, C.**, Young, J., Caldwell, D., Sharplin, E., Boyd, F., (2022). Because the Rules Out There are Different...: A Case Study of Pre-Service Teachers' Experiences in Remote Australian Indigenous Education. *Asia Pacific Journal of Education*.
- Harris, P., Camaitoga, U., **Brock, C.H.**, Diamond, A., McGinnis, E., & Neil, B. (2022). Co-creating multilingual books with children to foster their literacies. *The Reading Teacher*. 75(5). pp. 555-565. doi:10.1002/trtr.2076

- Brock, C.H.** Robertson, D. Borti, A. Thraikill, L.D. & Khasilova, D. (2021): Exploring the discursive positioning of members of a literacy professional learning community, *Professional Development in Education*, DOI: 10.1080/19415257.2021.2013930.
- Brock, C.H.**, Wiest, L., & Thraikill, L. (2021). Learning quantitative literacy: A sixth-grade disciplinary literacy unit. Paper accepted for publication by *The Reading Teacher* on 10.27.2020.
- Brock, C.H.**, Caldwell, D., Rehbein, T., Boyd, F., (2021). An ode to a state park: Creating poetry during a summer writing camp. Paper accepted for publication by *The Reading Teacher* on 9.18.2020.
- Phillips, L., Cain, M., Ritchie, J., Campbell, C., Davis, S., **Brock, C.H.**, Burke, G., Coleman, K., & Joosa, E. (2021). Surveying and resonating with teacher concerns during the COVID-19 pandemic. *Teachers and Teaching: Theory and Practice*. Published online 10.21.2021.
- Popp, J., Montgomery, J., Hoard, J., & **Brock, C.H.** (2021). Transforming social studies curriculum to integrate a social justice framework. *Social Studies Research and Practice*. 16(2). 158-171.
- McInnes, E., Harris, P., Neill, B., Diamond, A., **Brock, C.**, and Camaitoga U. (2021). Supporting preschool age children's wellbeing through home-based literacy development in three Fijian communities. *NZ International Research in Early Childhood Education Journal*, 23(2), pp. 36 – 51.
<https://oece.nz/members/research/nzirece-journal-2021-2/home-based-literacy>
- Harris, P., **Brock, C.H.**, McGinnis, E., Neil, B., Diamond, A., Carter, J., (2020). Co-Constructing culturally sustaining practices for fostering young children's literacy in Fiji. *The Journal of Research in Childhood Education*.
- Rehbein, T., Wheeler, K., **Brock, C.**, & Lenhart, L. (2020). The intersections of nature and student voice. *English Journal*. 109(5), pp. 20-26.
- Stahl, G. **Brock, C.**, Young, J., Caldwell, D., Sharplin, E., Boyd, F., (2020). Charlotte and Seraphina's stories: Documenting the experience of living and teaching in a remote indigenous community. Manuscript accepted by *Pedagogy, Culture and Society*
<https://doi.org/10.1080/14681366.2019.1665090>
- Hall, L.A., **Brock, C.H.**, Holmes, W.T., & Makelky, J. (2020). Creating a Participatory Culture of Reading in Secondary Schools. *Principal Leadership*.
- Welsh, K.M., **Brock, C.H.**, Robertson, D.A., & Thraikill, L.D. (2020). Disciplinary literacy in a 2nd grade classroom: A science inquiry unit. *The Reading Teacher*.
- Pennington, J., **Brock, C.H.**, Salas, R., & Gavelek, J. (2020). Repositioning white monolingual English speaking teachers' conceptions of language: Counterstories and embodied learning. *Urban Education*.
- Robertson, D., Padesky, L., & **Brock, C.H.** (2020). Cultivating Student Agency Through Teachers' Professional Learning. *Theory Into Practice*.
- Fisher, R., **Brock, C.H.**, Frahm, T., Van Wig, A., & Gillis, V. (2019). Reflections on writing and identity: Exploring the role of qualifying exams in the sociocultural development of doctoral students. *Studies in Continuing Education*. DOI: 10.1080/0158037X.2019.1661237
- Brock, C.H.**, Robertson, D., Borti, A., & Gillis, V. (2019, published online). Evolving identities: Exploring leaders' positioning in the birth of a professional literacy collaboration. *Professional Development in Education*. DOI: 10.1080/19415257.2019.1647551

- Wiest, L. R., **Brock, C. H.**, Morton, C. M., Colbert, M. N., Linton, R. J., & Herrera, B. (2018). A collaborative journey toward understanding the role of social class in teaching and learning. *Journal of Education and Learning*. 8(1).
- McVee, M., **Brock, C.H.**, & Pennington, J. (2018). Repositioning Resistance: Studying the in In-service and Pre-service Teachers We Don't Reach and Teach in Our Literacy and Diversity Courses. *Pedagogies: An International Journal*. <http://dx.doi.org/10.1080/1554480X.2018.1537187>
- Stahl, G. & **Brock, C.H.** (2017). Theorizing boys' literacies and boys' literatures in contemporary times. *Boyhood Studies: An Interdisciplinary Journal*. 10 (2), 1-11.
- Townsend, D., **Brock, C.H.**, Morrison, J., Nechita, T. (2017). Engaging in vocabulary learning in science: the promise of multimodal instruction. *International Journal of Science Education*, <https://doi.org/10.1080/09500693.2017.1420267>
- Brock, C.H.**, Borti, A., Frahm, T., Howe, L., Khasilova, D., & Ventura-Kalen, K. (2016). Employing autoethnography to examine our diverse identities: striving towards equitable and socially just stances in literacy teaching and research. *International Journal of Multicultural Education*.
- Brock, C.H.**, Boyd, F. & Caldwell, D. (2015). Book club: A view from Mrs. Nguyen's grade four classroom. *Practical Primary*¹, 20 (3), 5-8.
- Brock, C.H.**, Oikonomidou, E.M. & Wulfing, K.E., Pennington, J.L. & Obenchain, K.M. (2015). 'Mean girls' go to college: conflicting storylines in female-female bullying. *Peace and Conflict: Journal of Peace Psychology*.
- Youngs, S., **Brock, C.**, & Obenchain, K. (2014). Using student learning as a lens to critique pedagogy: a retrospective analysis of a graduate student's learning about disciplinary literacy. *Scholar-Practitioner Quarterly*. 8(3) pp. 254-275.
- Brock, C. H.**, & Pennington, J. L. (2014). Exploring three white literacy teachers' dispositional stances towards course texts related to racial, cultural, and linguistic diversity. *Pedagogies: An International Journal*. 9(4), pp. 322-342. DOI: 10.1080/1554480X.2014.955497
- Pennington, J.L, Obenchain, K.M., & **Brock, C.H.**, (2014). Reading informational texts: A civic transactional perspective. *The Reading Teacher*. 67(7), pp. 532-542.
- Oikonomidou, E.M., **Brock, C.H.**, Obenchain, K.M., & Pennington, J.L. (2013). Demos as an explanatory lens in teacher educators' elusive search for social justice. *Education, Citizenship, and Social Justice*. 8(3), pp. 231-241.
- Brock, C.H.**, Case, R., & Taylor, S. (2013). Dilemmas in guiding pre-service teachers to explore literacy instruction and diversity. *Teacher Education Quarterly*. 40(1), pp. 81-100.
- Brock, C.H.** & Wiest, L. R. (2012). A five-year retrospective analysis of student learning in a university diversity course. *Journal of Higher Education Theory and Practice*. 12(6), pp. 59-74.
- Brock, C.H.**, Pennington, J.P. & Ndura, E. (2012). Using multimodality as a conceptual lens: examining two teachers' learning in the multiliteracies teacher institute project. *Pedagogies: An International Journal*.

¹ Publication of the Australia Literacy Educators' Association.

- Wiest, L.R., **Brock, C.H.**, & Pennington, J.L. (2012). Exploring Educational Equity for GLBT Students and Teachers. *Teacher Education and Practice*.
- Pennington, J.L., **Brock, C.H.**, Ndura, E. (2012). Unraveling the threads of white teachers' conceptions of caring: Repositioning white privilege. *Urban Education*.
- Pennington, J.L., **Brock, C.H.**, Abernathy, T., Bingham, A., Major, E., Ndura, E., & Wiest, L. R. (2012). Teacher educators' dispositions: Footnoting the present with stories from our pasts. *Studying Teacher Education*. 8(1), 69-85.
- Pennington, J.L., **Brock, C.H.**, Palmer, T. & Wolters, L. (2012). Opportunities to teach: Confronting the deskilling of teachers through the development of teacher knowledge of multiple literacies. *Teachers and Teaching: Theory and Practice*.
- Pennington, J.L., & **Brock, C.H.** (2011). Constructing critical autoethnographic narratives with white educators. *International Journal of Qualitative Studies in Education*.
- Jackson, P., **Brock, C.**, Lapp, D. and Pennington, J. L. (2011). Precious' story: Learning to use language and literacy for her own purposes. *Journal of Language and Literacy Education*. 7 (2) 85-94.
- Brock, C. H.**, Boyd, F. (2011). Fostering Meaningful Middle School Literacy Learning: Investigating Beliefs and Practices. *Voices in the middle*, 19(1), 13-19.
- Brock, C. H.**, Lapp, D., Flood, J. Fisher, D., Han, K.T. (2007). Does homework matter? An investigation of Teacher Perceptions About Homework Practices for Children from Non-dominant Backgrounds. *Urban Education*, 42, 4, pp. 349-372.
- Brock, C. H.**, (2007). Exploring an English learner's literacy learning opportunities: A collaborative case study analysis. *Urban Education*, 42, 5, pp. 470-501.
- Brock, C. H.**, Moore, D.K., and Parks, L. A. (2007). Exploring Pre-service Teachers' Literacy Practices with Children from Diverse Backgrounds. *Teaching and Teacher Education*, 23, 898-915.
- Brock, C. H.**, Wallace, J., Poulsen, H., Herschbach, M., Nikolai, M., Johnson, C., Warren, K., & Raikes, B. (Spring 2006). Exploring Displacement Spaces: Studying Literacy Teaching & Learning in a Cross-Cultural Context. *Curriculum Inquiry*, 36(1), pages 35-62, DOI: 10.1111/j.1467-873X.2005.00345.x
- Ives, B., **Brock, C.H.**, Negrete, S., & Carpenter, K. (2006). Same content, same presentation, same instructors, but different students; Do student predispositions predict distance education outcomes? *Journal of University Development and Academic Management*, III (5-6), 37-47.
- Brock, C. H.** & Helman, L. & Patchen, C. (Feb. 2005). Learning to Conduct Teacher Research: Exploring the Development of Mediated Understandings. *Teachers and Teaching: Theory and Practice*.
- Major, E. and **Brock, C. H.** (2003). Fostering appropriate dispositions towards diverse learners amongst teacher candidates: Sorting through a moral dilemma. *Teacher Education Quarterly*, 30 (4), pages 7-27.
- Brock, C.H.**, and Raphael, T. E. (May 2003). Teaching children to become insiders: guiding children to appropriate a new written discourse. *Elementary School Journal*, 103 (5), 481-502.

- Brock, C.H.**, Elizondo, A., Mathis, K., Wright, M., & Yaqcovodonato, A. (Summer 2001). Using the stories of our lives and teaching to explore literacy teaching and learning. *The New Advocate*.
- Brock, C.H.** (May 2001). Working with English language learners in English dominant classrooms: Considerations from research and practice. *Language Arts*, 78 (5), 467-475.
- Brock, C.H.** (Oct. 2000). Creating possibilities to read others' worlds: Exploring a mediator's role in bridging cultural and linguistic boundaries. *Reading & Writing Quarterly*, 16, 361-379.
- Brock, C.H.**, McVee, M.B., Shojgreen-Downer, A. & Flores Dueñas, L. (Spring, Summer, Fall, 1998). No habla inglés: Critically exploring the construction of an English language learner's access to classroom discourse in a predominantly English-speaking classroom. *The Bilingual Research Journal*, 22 (2,3, & 4 Spring, Summer, & Fall), 175-200.
- Raphael, T.E., & **Brock, C. H.** (1997). Instructional research: Shifting paradigms. In C. K. Kinzer and D. J. Lea (Eds.), *National Reading Conference Yearbook*. Chicago, Ill: National Reading Conference.
- Goatley, V.J., **Brock, C.H.**, & Raphael, T.E (July/Aug/Sept 1995). Diverse learners participating in regular education "book clubs." *Reading Research Quarterly*, 30 (3), 352-380.
- Brock, C. H.** & Raphael, T.E. (1994). Envisionment building: A second-language student constructing meaning during a social studies unit. In C. K. Kinzer and D. J. Lea (Eds.), *National Reading Conference Yearbook* (pp. 89-100). Chicago, Ill: National Reading Conference.
- Raphael, T. E., & **Brock, C. H.** (1993). Mei: Learning the literacy culture in an urban elementary school. In C. K. Kinzer and D. J. Lea (Eds.), *National Reading Conference Yearbook* (pp. 179-189). Chicago, Ill: National Reading Conference.

Journal Publications: State-Level Refereed

- Brock, C. H.**, Lapp, D., Fisher, D. (2011). Homework practices: myths and realities. *The California Reader*, 45(1), 21-26.
- Brock, C.H.** Beyer, K, Bibby, A, Colwell, R, Ibarra, T., Ledon, S., Mitchell, K., and Prary, T. (2003). Sharing stories: Working with English language learners in our elementary schools and classrooms. *California Reader: A Journal of the California State Reading Association*.
- Brock, C.H.** & Moore, D.K. (2001). Improving Reading Comprehension for English Language Learners: Ideas that Can Make a Difference. *California Reader: A Journal of the California State Reading Association*.
- Rozendal, M., **Brock, C.**, Boyd, F., & Morgan, C. (Spring 2000). Collaborating to improve instruction for diverse students: Two case studies. *The Language and Literacy Spectrum: A Journal of the New York State Reading Association*.

Book Chapters-Invited

- Brock, C.H.**, Zygouris-Coe, V., Hayden, A. Montgomery, J., Kniss, K., & Welsh, K. (2021). Literacy in the disciplines. In Parsons, S., & Vaughn, M. (Eds.) *Principles of Effective Literacy Instruction, Grades K-5*. Pp. 181-200. Guilford.
- Harris, P., Diamond, A, Neill, B., McInnes, E., **Brock, C.** & Camaitoga, U. (2021) Fostering young children's literacy in home and community settings: A dialogic approach to developing culturally

relevant and sustaining practices, pp. 73-88 in L. Henry & N. Stahl (Eds.) *Literacy across the community: Research, praxis and trends*. Oxford: Routledge.

- Exley, B., **Brock, C.**, Harris, P., and Camaitoga, U. (2020). Early Years EAL/D Learners: Proficiencies, Trans-languaging, and Pedagogic Identities. In Woods, A., & Exley, B. (Eds.) *Literacies in Early Childhood*. Melbourne, Australia: Oxford University Press.
- Brock, C.** & Harris, P. (2020). Using multiliteracies as a lens to explore young children's engagement with multimodal texts. In Woods, A., & Exley, B. (Eds.) *Literacies in Early Childhood*. Melbourne, Australia: Oxford University Press.
- Harris, P. Peterson, A., & **Brock, C.** (2019). Re-Imagining Young Children's Literacy Education for their Democratic Participation. In Riddle, S., & Apple, M. (Eds.) *Re-imagining Education for Democracy*. New York: Routledge.
- Brock, C.** & Harris, P. & Camaitoga, U. (2019). Working within a 'Contact Zone' to Explore Indigenous Fijian Epistemology. In Han, T., & Laughter, J. (Eds.) *Critical Race Theory in Teacher Education: Coalitions for the Future*. New York: Teachers College Press.
- Watts, R., Swarts, G., Rush, L, & **Brock, C.** (2019). A Public University's Balancing Act: Institutional Possibilities, Pedagogical Advancement, Individual Benefit, and State Economic Development. In Peterson, A. and Riggs, P. (Eds.). *Higher Education and Hope*. London: Palgrave MacMillan.
- Harris, P., **Brock, C.**, Diamond, A., McInnes, E., Neill, B., Camaitoga, C. & Krishna, M. (2018). You, us and a bus" – Exploring analysis as cross-cultural collaboration in Fiji. In, Madrid-Akpovo, S., Moran, M., & Brookshire, R. (Eds.) *Collaborative cross-cultural research methodologies in Early Childhood Education*. New York: Routledge.
- Peterson, A. & **Brock, C.** (2017) 'Citizenship', in F. Moghaddam (Ed.) *The SAGE Encyclopedia of Political Behavior*. Thousand Oaks, CA: Sage.
- Brock, C.**, Salas, R., Youngs, S., & Oikonomidou, E. (2016). Fostering the reading comprehension of English learners: Learning from the Children. In Helman, L. (Ed.) *Literacy instruction with English learners in the elementary grades: What, why, and how?* 2nd Edition. New York: Guilford.
- Wiest, L.R., **Brock, C.H.** & Pennington, J.L. (2016). Exploring GLBT issues in K-12 education: A dialogue with graduate students. In A.V. Wilson & V. Bloomfield (Eds.), *Voices of LGBTQ Students and Teachers: Changing the Culture of Schooling*. (pp.----). Boulder, CO: Paradigm.
- Brock, C.H.**, & Caldwell, D., & Wiest, L. (2015). 'I hope that my writing will change your opinion': A critique of disciplinary writing instruction in a grade six classroom. In Turbill, J., Barton, G. & Brock, C.H. Eds. (Eds). *Looking back to look forward: Teaching writing in today's classrooms*. Adelaide, South Australia: Australia Literacy Educators' Association.
- Boyd, F. B., & **Brock, C. H.** (2015). Reflections on the past, working within the "future:" Advancing a multiliteracies theory and pedagogy. In F. B. Boyd, & C. H. Brock (Eds.), *Social Diversity within Multiliteracies: Complexity in Teaching and Learning* (pp. xx-xx). New York: Routledge.
- Brock, C. H.**, Carter, J., & Boyd, F. B. (2015). "Deadly ways to learn:" Language variation, ideology, and learning literacies. In F. B. Boyd, & C. H. Brock (Eds.), *Social Diversity within Multiliteracies: Complexity in Teaching and Learning* (pp. xx-xx). New York: Routledge.

- Brock, C. H., & Boyd, F. B.** (2015). Transforming practice in action. In F. B. Boyd, & C. H. Brock (Eds.), *Social Diversity within Multiliteracies: Complexity in Teaching and Learning* (pp. xx–xx). New York: Routledge.
- Brock, C.H., & Gavelek, J.** (2013). ‘Mean Girls’ Go To College: Conflicting Storylines of Friendship and Enmity Among Young Adults. In Harré, R. & Moghaddam, F.M. (Eds.) *The Psychology of Friendship and Enmity* (2 volumes). (pp. 179-195). Oxford, England: Praeger.
- Brock, C.H., Pennington, J.L., Morrison, J.D.** (2012). If homework really matters--assign some that's valuable. In D. Lapp & B. Moss (Eds.), *Exemplary Instruction in the Middle Grades: Teaching that Supports Engagement and Rigorous Learning* (pp.321-331). New York: Guilford.
- Brock, C.H., Pennington, J.L. Oikonomidoy, E., Townsend, D.** (2010). “It’s just like telling them they will never be scientists.” Helen’s journey transforming linguistic and racial categories. In G. Li & P. Edwards (Eds.), *Best practices in ELL instruction* (pp.328-352). New York: Guilford Press.
- Brock, C., Youngs, S., Oikonomidoy, E., & Lapp, D.** (2009). The case of Ying: The members of a teacher study group learn about fostering the reading comprehension of English learners. In Helman, L. (Ed.) *Literacy instruction with English learners in the elementary grades: What, why, and how?* New York: Guilford.
- Boyd, F.B., and **Brock, C.H.** (2004). Constructing pedagogies of empowerment in multicultural and multilingual classrooms: Implications for theory and practice. In Boyd, F.B. Brock, C.H., with Rozendal, M.S. (Eds.) *Multicultural and multilingual literacy and language practices: Constructing contexts for empowerment.* New York: Guilford Publications.
- Brock, C.H.** (2004). Improving literacy instruction for all children: Current concerns and future directions. In Boyd, F.B. Brock, C.H., with Rozendal, M.S. (Eds.) *Multicultural and multilingual literacy and language practices: Constructing contexts for empowerment.* New York: Guilford Publications.
- Boyd, F., Ndura, E., **Brock, C., & Moore, J.** (2004). Exploring (missed) perceptions of African Americans: Implications for literacy instruction and learning. Chapter in Lapp, D. et al. *Teaching All the children.* New York: Guilford.
- Brock, C.H.** and Gavelek, J. R. (1998). Fostering children’s engagement with text: A sociocultural perspective. Chapter in Raphael, T. E. & Au, K. H. (Eds.). *Literature-based instruction: Reshaping the curriculum* (pp. 71-94). Christopher-Gordon: Norwood, MA.
- Raphael, T. E., **Brock, C. H.,** and Wallace, S. (1998). "Exploring quality peer talk with diverse students in mainstream classrooms: Learning from and with teachers" Chapter in Paratore, J. R. and McCormack, R. (Eds.) *Peer talk in the classroom: Learning from research* (pp. 176-207). International Reading Association: Newark DE.
- Brock, C. H.** (1997). Exploring the use of book club with second language learners. In McMahon, S.I., & Raphael, T.E. with Goatley, V.G. & Pardo, L.M. (Eds.) *The Book Club Connection: Literacy Learning and Classroom Talk.* Language and Literacy Series, Teachers College Press: New York.
- Vance, C., Ross, J., & Davis, J. with **Brock, C.H.** (1997). Students speak: Book club from our perspective. In McMahon, S.I., & Raphael, T.E. with Goatley, V.G. & Pardo, L.M. (Eds.) *The Book Club Connection: Literacy Learning and Classroom Talk* (pp. 208-222). Language and Literacy Series, Teachers College Press: New York.

Flores Dueñas, L., Brock, C., & Terviño, N. (2000). Making Literacy Connections with Emergent Bilingual Readers: Examining the Role of Classroom Talk. In Calvo, B.; Delgado, G.; & Rueda, M. (Eds.) *Nuevos paradigmas, compromisos renovados: Experiencias de investigación cualitativa en educación*. Universidad Autónoma de Ciudad Juárez/University of New Mexico Press.

Flores-Dueñas, L., Brock, C. & Treviño, N. (2001). El desarrollo de la lecto-escritura en niños bilingües a partir de la inserción de las experiencias comunitarias en la vida escolar. In Gasché, J.; Bertely, M.; Podesta, R. (Eds.); *Educación Bilingüe e Intercultural: Como construirla desde los usuarios*. Colección maestros y enseñanza. Argentina, Mexico, and Spain: Paidós Editorial.

Works Under Contract

Robertson, D., Hall, Leigh, & **Brock, C.H.** (Eds.) (under contract). *Innovation, Equity, and Sustainability in Literacy Professional Learning*. New York: Guilford.

Brock, C.H., Exley, B.E., & Rigney, L.I. Eds. (under contract). *Literacies, Diversities, and Opportunities for Learning: Critical Conversations and International Perspectives*. Routledge.

Pennington, J.L., **Brock, C.H.**, & Ndura, E. (under contract). *Excavating Whiteness: How Teachers' Histories, Communities, and Relationships Frame Their Understandings about Race*. Lexington Books.

McVee, M., Van Langenhove, L. **Brock, C.H.**, & Christensen, B.A. Eds. (under contract). *The Routledge International Handbook of Positioning Theory*. Routledge.

Works in Progress—Not Under Review

Boyd, F. B., Brock, C. H., & Nyachae, T. M. (in progress): Employing the Four Resources Model to Interpret Teachers' Written Reflections about Controversial and Diverse Young Adult Literature. Manuscript to be submitted to *Journal of Literacy Research*.

Brock, C., Peterson, A., Thrailkill, L., (in progress) The Role of Children's Talk in a Grade 5/6 Disciplinary Literacy History Unit. Manuscript to be submitted to the *Journal of Literacy Research*.

Brock, C. H. & Wiest, L. (in progress). Using Self-Study as a Vehicle to Explore Social Class and Schooling. Manuscript to be submitted to *Studying Teacher Education*.

Brock, C., Rigney, I., Boyd, F., Caldwell, D., Sharplin, E., & Stahl, G. (in progress). Studying 3 PSTs' Learning Opportunities in an APY Lands Practicum Experience. Manuscript to be submitted to the *Australian Journal of Language and Literacy*.

INTERNATIONAL, NATIONAL, AND STATE-LEVEL PRESENTATIONS: INVITED (SELECTED)

Brock, C. H. (2021). Embracing *Challenge* to Bring About *Change*: Highlights of the 2021 AATE/ALEA National Conference. Invited closing plenary address: *Australia Literacy Educators' Association*. (This conference was held virtually.)

Brock, C.H., Wiest, L., Cagney, T., & Morrison, J. (October 2012—**Invited Featured Speaker**). Merging math and literacy: An inquiry unit on the Nevada education budget. *The California Reading Association Professional Development Institute*. San Diego, CA.

Brock, C. H. & Pennington, J. P. (2012, Spring). The multiliteracies teacher institute project. Invited presentation at the *Texas Woman's University/University of North Texas Annual Federation Meeting*.

Denton, Texas.

- Brock, C. H. (2010), 31st Annual Reading/Language Arts Conference, Academic, "Book Club for English Learners", Invited, Texas Woman's University, Dallas, Texas. (November 3, 2010). This was an invited Featured Speaker Presentation.
- Brock, C. H. (November 2, 2010), 2010 Billie J. Askew Reading Recovery/Early Literacy Institute, Academic, "Providing Effective Instruction for English Learners: Integrating Literacy, Content Area Instruction, and Academic English", Invited, Texas Woman's University, Dallas, Texas. Invited featured speaker presentation.
- Brock, C. H. (June 30, 2010), 31st Annual Reading/Language Arts Conference, Academic, "Academic Literacy for English Learners: What do Teachers Need to Know?" Invited, San Diego State University, San Diego, CA. I was an invited keynote speaker for this annual conference.
- Brock, C. (February, 2008). Fostering the Literacy Learning of English Learners: The Case of Deng. Oregon Reading Association Annual Conference², Portland, OR.
- Brock, C., (2007). Gazing into the crystal ball: Considering the future of English language learning and teaching. Invited presentation at the *National Reading Conference*. Austin, TX.
- Brock, C., Trost, E., & Raphael, T. (2006). Windows to language, literacy, and culture: Insights from an English Language Learner. Invited presentation at the International Reading Association. IRA Publication Series: Spotlight on English Learners—Research and Practice From IRA Publications. Chicago, Illinois.
- Brock, C.H. (2006). Advances in classroom practice. Invited Session: The Research Base for Accrediting Programs of Initial Teacher Preparation with a Focus on Reading: What's Known? What's Needed? Invited presentation at the National Reading Conference. Los Angeles, CA.
- Brock, C. H. (September, 2006). Using book club with English learners: Some issues and considerations. Invited presentation at the Annual Silver State Reading Association Conference. Reno, NV.
- Sparkman, W., Brock, C., Cannon, J., & Wiest, L. (2000, March). Teacher Pre-service and Standards Integration: University of Nevada Reno. An invited presentation at the Education Trust Winter Leaders' Meeting in Reno, NV.
- Brock, C.H. (1999). Best Practices for working with English Language Learners. Invited address at the International Reading Association for the "New Voices on Best Practices for Struggling Readers" Series. San Diego, CA.
- Brock, C.H. (1998). Exploring the Literacy Learning of a Second Language Learner: A Collaborative Case Study Analysis. Invited poster presentation at The International Reading Association, Orlando, FL.
- Raphael, T.E. & Brock, C.H. (1996). Instructional research: Shifting paradigms. Invited research address presented at the National Reading Conference, Charleston, SC.

SELECTED NATIONAL & INTERNATIONAL PRESENTATIONS: REVIEWED (SELECTED)

² The Oregon Reading Association is a state-level affiliate of the International Literacy Association (formally the International Reading Association).

- Brock, C.H., Oikonimidoy, E., & Wulfing, K. (2012). 'Mean girls' go to college: Conflicting Storylines in Female-Female Bullying. *American Educational Research Association Conference*. Vancouver, BC.
- Youngs, S. Brock, C. H., Kathryn, O. (2011). Integrating literacy, social studies, and history: exploring teacher learning and the process of instructor collaboration. Paper presented at the *Literacy Research Association*, Jacksonville, FL.
- Brock, C. H., Ethnographic and Qualitative Research Conference (June 2011). Mean girls go to college: a cross-case study of pre-service teacher perception of their learning in a literacy methods course. *Ethnography and Qualitative Research Conference*. Cederville, OH.
- Obenchain, K., Pennington, J.L., Oikonimidoy, E., Brock, C.H. (2011). *Critical friends as integral to self-study*. Paper presented at the American Educational Research Association Conference, New Orleans, Louisiana.
- Brock, C.H. & Pennington, J.L. (2010). *Exploring teachers' learning about racial, cultural, and linguistic diversity*. Paper presented at the National Reading Conference. Fort Worth, Texas.
- Brock, C. H. (Presenter & Author), Pennington, J. L. (Presenter & Author), National Reading Conference, Academic, ""Exploring Teachers' Learning about Racial, Cultural, and Linguistic Diversity: What Happens When We Can't Figure Out How to Help them to 'Get It'""", Accepted, National Reading Conference, Ft. Worth, TX. (December 4, 2010).
- Brock, C. H. (2010), Wiest, L. (Presenter & Author), International Reading Association (IRA), Academic, "Integrating Mathematics, Literacy, and Academic English in a Third Grade Classroom", Accepted, IRA, Chicago, IL. (April 28, 2010).
- Brock, C. H. (2010), International Reading Association (IRA), Academic, "Providing Effective Instruction for English Learners: Integrating Literacy, Content Area Instruction, and Academic English", Accepted, IRA, Chicago, IL. (April 28, 2010). I organized a 1/2 day IRA workshop on this topic.
- Pennington, J.L., Obenchain, K., Brock, C.H. (June 2009). *Critical literacy as a tool for exploring social justice with future teachers*. Paper presented at the IAIE Intercultural Education Conference. Athens, Greece.
- Oikonimidoy, E. Brock, C.H., Obenchain, K., Pennington, J.L. (June 2009). *Creating 'demos' in pre-service teacher education through the visualization of an integrated multicultural framework centered on global social-justice*. Paper presented at the IAIE Intercultural Education Conference. Athens, Greece.
- Obenchain, K., Pennington, J.L. Brock, C.H., (June 2009). *Making social justice principles explicit in the teacher education classroom*. Paper presented at the IAIE Intercultural Education Conference. Athens, Greece.
- Salas, R.G., Pennington, J.L., Brock, C.H. (2009). *Reconceptualizing English and linguistic diversity: exploring two teachers' learning*. Paper presented at the National Reading Conference. Albuquerque, New Mexico.
- Pennington, J.L., Brock, C.H. Ndura, E. (2008). *Critical autoethnography as an instrument for critical white identity examination with inservice teachers*. Paper presented at the American Educational Research Association. New York, New York.

- Brock, C.H. & Pennington, J.L. (2008, May). Meet the Researchers poster session. *Literacy and Critical Race Theory in teacher education*. Paper presented at the International Reading Association. Atlanta, Georgia.
- Brock, C.H. & Pennington, J.L. (2007) *Using a multimodal theoretical lens to explore literacy teachers' understandings of race, culture, and linguistic diversity*. Paper presented at the National Reading Conference. Austin, Texas.
- Trost, E., & Brock, C.H. (2007). Vocabulary Instruction within a Book Club Instructional Framework. Paper presented at the *International Reading Association Annual Conference*. Toronto, Canada.
- Pennington, J., & Brock, C. (2007). Using a multimodal conceptual lens to explore two literacy teachers' understandings of race and linguistic diversity. Paper presented at the *National Reading Conference*. Austin, TX.
- Pennington, J.L., Osayande, K., Brock, C., Ndura, E. (2006). *Kaleidoscopic views from the front: An African-American teacher and a white teacher educator confronting whiteness*. Paper presented at the American Educational Research Association. San Francisco, California.
- Brock, C., Craig, E. Pennington, J.L., Ndura, E. (2006). *Negotiating displacement spaces: Unraveling teacher narratives pertaining to race, culture, and identity*. Paper presented at the American Educational Research Association. San Francisco, California.
- Brock, C., Pennington, J., & Ndura, E. (2006). *Exploring teacher narratives pertaining to race, culture, and identity*. Paper presented at the 27th Annual Ethnography in Education Research Forum. Philadelphia, PA.
- Brock, C., Pennington, J. & Ndura, E. (2006). Exploring teachers' understandings of race, culture, and linguistic diversity. Paper presented at the National Reading Conference. Los Angeles, CA.
- Brock, C. & Pennington, J.L.. (2005). *Rewriting ourselves as white literacy teacher educators: Self-examination in the preparation of preservice teachers to teach literacy in diverse cultures*. Paper presented at the National Council of Teachers of English. Pittsburgh, Pennsylvania.
- Pennington, J.P. & Brock, C.H. (2005). Assumptions of Similitude: Teacher Educators Disrupting Academic Rhetoric in the Development of Teacher Dispositions. A paper presented at the Learning Conference 2005, Granada, Spain.
- Brock, C.H. & Pennington, J.P. (2005). *Rewriting Ourselves as White Literacy Teacher Educators: Self-Examination in the Preparation of Pre-Service Teachers to Teach Literacy in Diverse Contexts*. A paper presented at the National Council of Teachers of English, Pittsburgh, PA.
- Brock, C.H., Ives, R. Han, K.T., & Carpenter, K. (2005). The Impact of a Distance Education Teacher/Research Methods Course on the Perceptions and Classroom Practices of Literacy Teachers. A paper presented at the National Reading Conference, Miami, FL.*
- Brock, C.H. (2005). Book Club in a Teacher Education Setting. Presentation made at the International Reading Association, San Antonio, TX.*
- Obenchain, K., & Brock, C. (2004). E Pluribus Unum? Co-constructing a Community of Learners in a Graduate Education Course. A paper presented at the College and University Faculty Assembly, Baltimore, MD.

- Brock, C. (2004). Working Together to Promote Meaningful Teaching and Learning: Using Adult Book Clubs to Engage in Professional Conversations about Literacy and Social Studies. A presentation at the International Reading Association Conference, Reno, Nevada.
- Brock, C., Obenchain, K., & Parks, L. (2004). Fostering Civic Understandings Through Literacy: A Collaborative Investigation. Paper presented at the Ethnography in Education Forum, Philadelphia, Pennsylvania.
- Boyd, F., Brock, C., Moore, J., & Ndura, E. (2003). Did You Ever Wonder Why African American and Second-Language Children are Not Passing their Grammar Tests? Presentation at the International Reading Association, Orlando, Florida.
- Brock, C. (2003). Negotiating Displacement Spaces: Untangling Teacher Narratives of Cross-Cultural Learning Experiences. A paper presented at the American Educational Research Association, Chicago, Illinois.
- Brock, C. & Moore, D. (2002). Preparing Preservice Teachers to Facilitate the Literacy Learning of Children from Diverse Backgrounds: A Cross-Case Comparison. Paper presented at the Ethnography in Education Forum, Philadelphia, Pennsylvania.
- Sylvester, T., Brock, C., Highsmith, L., & Pierce, D. (2002). It's Like Mining with Heavy Equipment: Exploring How the Process of Engaging in Oral and Written Discourse Shapes Teachers' Thinking About Literacy Learning and Instruction. A paper presented at the National Reading Conference, Miami, Florida.
- Brock, C. Moore, D., Parks, L., Stander, S. (2002). Problematizing the Complexity of Learning and Teaching when Communities of Practice Overlap Contextually but not Conceptually. A paper presented at the National Reading Conference, Miami, Florida.
- Brock, C. (2002). Adapting Instructional Practices to Promote Literacy Development of English Language Learners: Tips and Strategies. Presentation at the New York State Reading Association Conference, New York, New York.
- Kincaid Moore, D. & Brock, C. H. (2001). Using Knowledge about Diversity to Serve English Language Learners in Mainstream Classes. Presentation at the International Reading Association Conference, New Orleans, LA.
- Brock, C. & Moore, D. (2001). Exploring the Process of Teaching Preservice Teachers to Facilitate the Literacy Learning of Children from Diverse Backgrounds. A paper presented at the Ethnography in Education Forum, Philadelphia, PA.
- Major, E. & Brock, C., (2001). Preservice Teachers' Beliefs About Acquiring New Knowledge About Linguistically Diverse Students. A paper presented at TESOL (Teachers of English to Speakers of Other Languages) 2001, St. Luis, Missouri.
- Brock, C.H. (2000). Using Positioning Theory to Explore an English Language Learner's Opportunities for Literacy Learning in a Mainstream Classroom. A paper presented at the National Reading Conference, Scottsdale, AZ.
- Fine, J.C.; Flint, A.S.; Brock, C.H. et al. (2000). National Commission on Excellence in Elenemtry Teacher Preparation for Reading Instruction: Findings, Implications and Recommendations. A summarization of research findings from three studies conducted by the International Reading Association's National Commission on Excellence in Elementary Education.

- Brock, C.H. (2000). Serving English Language Learners in English Dominant Classrooms: Important Issues and Considerations. A paper presented at the International Reading Association Annual Conference, Indianapolis, IN.
- Brock, C. H. (2000). Exploring Teachers' Opportunities to Learn: Studying the Process of Learning to Engage in Teacher Research. A paper presented at the Pennsylvania Ethnography Forum, Philadelphia, PA.
- Brock, C. H., Riddle, M., & Stein, L., (1999). Using a sociocultural theoretical framework to explore the complexities of learning to conduct teacher research. A paper presented at the National Reading Conference, Orlando, FL.
- Flores Dueñas, L., Brock, C., & Treviño, N. (February 1999). Making Literacy Connections with Emergent Bilingual Readers: Examining the Role of Classroom Talk. A paper presented at the VII Symposium Interamericano de Investigacion Etnografica en Educacion, Guadalajara, Mexico.
- Brock, C.H., Flores Dueñas, L., & Rozendal, M. (1998). Learning about the Social, Cultural, and Historical Contexts of a Hmong Child's Experiences. A paper presented at the National Reading Conference, Austin, TX.
- Brock, C.H. (1998). The Role of a Teacher Researcher in Examining the Literacy Learning of a Second Language Learner in a Migrant Summer School Program. Paper presentation at the International Reading Association Annual Conference, Orlando, FL.
- Brock, C. H. (1998). Exploring How a Hmong Child Experienced Literacy Lessons in his Mainstream American Classroom: The Case of Deng. Paper presentation at the National Association for Bilingual Education, Dallas, TX.
- Brock, C. H. (1998). Examining the Role of a Mediator during Viewing Sessions with a Hmong Child and a Monolingual Researcher: Taking a Second Look. A work-in-progress presented at the Pennsylvania Ethnography Forum, Philadelphia
- Brock, C.H. (1997). Facilitating Our Understanding of Student Literacy Learning: Examining the Role of a Mediator in Bridging Cultural & Linguistic Boundaries. A paper presented at the National Reading Conference, Scottsdale, AZ.
- Brock, C.H. (1997). Crossing cultural & linguistic boundaries: Mediating the development of shared understandings. Poster presentation at the American Anthropological Association 96th Annual Meeting, Washington, D.C.
- Brock, C.H. (1997). Examining the role of a mediator during a viewing session with a second language child and a mainstream researcher. A paper presented at the American Educational Research Association Conference, Chicago, Ill.
- Brock, C.H. (1997). Examining the role of a mediator during a viewing session with a second language child and a mainstream researcher. A work-in-progress presented at the Pennsylvania Ethnography Forum, Philadelphia, PA.
- Brock, C.H. & Rozendal, M. (1996). Making the transition from graduate student to faculty member. An interactive symposium conducted for graduate students at the National Reading Conference, Charleston, SC.

- Brock, C.H. & Erikson, J.A. (1996). Examining classroom literacy practices for diverse students: Assessing opportunity to learn by listening to a second language learner. A paper presented at the National Reading Conference, Charleston, SC.
- Brock, C.H. (1996, April/May). Literacy learning opportunities in student book clubs: A case study of a second language child. A paper presented at the International Reading Association Annual Conference, New Orleans, LA.
- Brock, C.H., (1996, April). Exploring a second-language learner's opportunities for literacy learning in a mainstream classroom. A paper presented at the American Educational Research Association Conference, New York, NY.
- Brock, C.H., (1996, April). Taking a look at the process: Exploring relationships between assessment, curriculum, and instruction in one teacher's literacy program. A paper presented at the American Educational Research Association Conference, New York, NY.
- Brock, C.H., Florio-Ruane, S., Gavelek, J.R., Highfield, K., & Raphael, T.E. (1996, February). Re-imagining teacher education: Social constructivist principles in the virtual school of education. Roundtable presentation, National Council of Teachers of English Research Assembly, Chicago, IL.
- Brock, C.H., McVee, M., & Shojgreen-Downer, A. (1995, November/December). Exploring a bilingual student's opportunities for literacy learning in a mainstream classroom. A paper presented at the National Reading Conference, New Orleans, LA.
- Gavelek, J.R. & Brock, C.H. (1995, November/December). The development of reader response: A sociohistoric perspective. A paper presented at the National Reading Conference, New Orleans, LA.
- Brock, C.H. (1995, April). Organizing literature-based reading instruction for second language learners. A paper presented at the International Reading Association Annual Conference, Anaheim, CA.
- Brock, C.H., Raphael, T.E., Choo, V.M., & Thompson, J. (1995, April). Positioning and revoicing in literacy activities: Striving to promote students' literacy learning within their ZPDs. A paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Brock, C.H., Raphael, T.E., Choo, V.M., & Thompson, J. (1994, December). Positioning and authority: An investigation of adult/child collaborative writing in a non-school setting. A paper presented at the National Reading Conference, San Diego, CA.
- Knapp, N. & Brock, C.H. (1994, April). Practicing what we teach: Teaching educational psychology to prospective teachers. A paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Brock, C.H. & Raphael, T.E. (1993, December). Envisionment building: A second-language student constructing meaning during a social studies unit. A paper presented at the National Reading Conference, Charleston, SC.
- Goatley, V. J., Brock, C., & Raphael, T. E. (1993, February). Diverse learners participating in regular education "book clubs": The cases of mei and stark. A paper presented at the Ethnography Forum, Philadelphia, Pennsylvania.
- Raphael, T. E., & Brock, C. H. (1992, December). Mei: Learning the literacy culture in an urban elementary school. Paper presented at the National Reading Conference, San Antonio, Texas.

STATE & LOCAL PRESENTATIONS-REVIEWED & INVITED (SELECTED)

- Brock, C.H. (2005). **Invited Keynote Address** for the 19th Annual W.C.S.D. Start Fresh Conference. *Windows to Language, Literacy, and Culture: Insights from an English Language Learner*. Reno, NV.
- Brock, C.H., & McVee, M. B. (Fall 1999). Silver State Reading Association Presentation Reno, NV.
- Brock et al. (Spring, 1998) Texas State Reading Association Presentation. Houston, TX.

UNIVERSITY TEACHING (SELECTED)**The University of Nevada Reno****Doctoral Student Completions:**

- McGuffin, R. (2014) “*Law Enforcement Officer-Involved Fatal Incidents: A Phenomenological Study of How Law Enforcement Officers and Their Spouses Perceive and Describe the Experience of an Officer-Involved Fatal Incident*” Current position: Private Practicing Therapist in Reno, NV.
- Morrison, J. (2013) “*Hearing Voices: Using Narrative Inquiry to Examine How Preservice Teachers Experience Transition from University Student to Student Teacher.*” Current position: Adjunct Professor at University of North Carolina, Charlotte, North Carolina, USA
- Braun, C. (2010) “*Multi-case Study of Teachers of Students with Emotional/Behavioral Disorders and Literacy Instruction: Teachers’ Views and Practices.*” Current position: School Psychologist in the Washoe County School District, Washoe County, Nevada, USA
- Keonghee Tao Han (2006) “*Exploring a Korean Student’s Learning to Write in English.*” Current position: Assistant Professor in Education at the University of Wyoming, USA

1999 to 2013

Course Instructor³:

EDS 751/CI 744. Research Applications in Educational Specialties. Co-taught **3 sections** of this master’s level research seminar. (Colleague Bob Ives taught the quantitative portion of the course, and I taught the qualitative portion of the course.) Please note that one course was a distance ed. course broadcast to 165 teachers in 14 sites across northern Nevada.

EDS 777. Doctoral Seminar in Literacy (classes taught include: Language, Literacy, and Learning, Narrative Research and Theory, Multimodal Discourse, The Psychology of Literacy, etc.). Have taught 6 sections of this advanced doctoral seminar that focuses on cultural historical theory as it relates to literacy.

CI 483/683, Merging Multiple Languages and Literacies: Cross Cultural Perspectives. Co-taught **1 section** of this 3-credit **graduate/graduate level** course. Two credit s were conducted on WebCT. One credit conducted at the **Basque University** San Sebastian, Spain during the summer of 2003.

CI 747, Advanced Qualitative Research in Curriculum and Instruction. Taught **1 section** of this **advanced doctoral seminar** that focuses on qualitative research in education.

³ This is a general overview of the types of courses I have taught at UNR. A detailed list of each course I have taught, along with course evaluations for each course, is available upon request.

CI 745, Qualitative Research in Curriculum and Instruction. Taught **2 sections** of this **doctoral seminar** that focuses on qualitative research in education.

CI 683 Literacy Across Languages & Cultures. Taught **1 section** of this 3-credit **graduate level** course. One credit was conducted on WebCT. Two credits were conducted at the **Universidad Nacional in Heredia, Costa Rica**, during the summer of 2001. I co-taught this course again during the summer of 2006 in Chile with my colleague, Dr. Julie Pennington.

CI 361/EDS 301/EDRL 443-643/EDUC 301 Language Arts & Literature 4-8. Have taught well over 2 dozen sections of this **undergraduate course** that focuses on learning and instruction in reading, writing, oral language and literature for the 4 – 8 grades.

CI 603 Reading Upper Elementary Grades. Have taught **5 to 6 sections** of this **graduate level** course that focuses on literacy learning, instruction, and theory at the upper elementary level.

CI 692 Literacy, Diversity, and Schooling. Have taught **3 to 4 sections** of this **graduate level** course that focuses on literacy learning, instruction, and diversity in public schools.

Texas Woman's University; Department of Reading & Bilingual Education

1996-1999 Course Instructor:

ERDB 6573 Language as Related to Reading. Have taught **2 sections** of this **doctoral-level seminar** that focuses on theoretical, philosophical and empirical conceptions of language as it relates to reading theory and research.

ERDB 5903.A1 & .A2 Language, Literacy, and Culture. Have taught **2 sections** of this **six-credit masters-level seminar** which involves two weeks of language and culture study in Mexico. The focus of the course is exploring how knowledge of Spanish and Mexican culture can be used by American educators as we strive to craft classroom literacy instruction to better facilitate the literacy learning of Mexican American children and children of other cultural/linguistic backgrounds in our classrooms.

ERDB 5903.01 & .47 Action Literacy Research. Have taught **2 sections** of this **six-credit, two-term, masters-level seminar** designed to function as a community of scholars working together to complete the final research requirements for the reading masters degree at TWU. Class participants explore the conceptual, theoretical, and practical foundations of the teacher-research movement in this country. Additionally, class participants design, implement, and write about the findings of their own research projects.

ERDB 5423 Literacy Instruction: Practice to Theory. Have taught **3 sections** of this **masters-level seminar** that focuses on examining theoretical underpinnings of literacy instruction in the elementary classroom.

ERDB 3443 Reading for Diverse Learners. Have taught **4 sections** of this **undergraduate course** that focuses on literacy instruction for diverse learners in mainstream classrooms.

ERDB 4483 *Reading & Language Arts Instruction Across the Curriculum*. Have taught 7 sections of this **undergraduate course** that focuses on reading and writing instruction across the curriculum.

Michigan State University

- 1996 Course Instructor: TE 891, *Literacy Instruction for Second-Language Learners in Mainstream Classrooms*. Masters level special topics seminar conducted in Bangkok, Thailand for practicing teachers in an international school setting.
- 1995/96 Course Instructor: TE 842, *Advanced Methods of Elementary Reading Instruction*. Course for Literacy Masters Students at Michigan State University. Taught 2 graduate sections.
- 1994 Course Instructor: TE 301, *Learners and Learning in Context*. Educational foundations course for undergraduates at Michigan State University.
- 1994 University Mentor: Worked with five interns as they completed their year-long student-teaching internships to obtain their undergraduate education degrees at Michigan State University.
- 1993 Course Instructor: TE/CEP 150, *Reflections on Learning*. Introductory Educational Psychology course for undergraduates at Michigan State University.
- 1993 Teaching Assistant: TE/CEP 150, *Reflections on Learning*. Worked with Dr. Linda Anderson as a teaching assistant for three sections of TE/CEP 150 at Michigan State University.
- 1992 Course Instructor: TE 312, *Elementary Reading Methods*. Upper-division literacy methods course for undergraduates at Michigan State University.
- 1991-1992 Field Instructor: Supervised eleven student teachers per term (grades K-12, all subjects) as they completed student teaching requirements for their undergraduate degrees at Michigan State University.

Washington State University

- 1984-1985 Course Instructor: *Reading and Language Arts Methods*. Taught three upper-division literacy methods course for undergraduates at Washington State University, Pullman, Washington.

PUBLIC SCHOOL TEACHING

- 1993 & 1994 (Summers) Third/Fourth Grade Teacher: Migrant Education Program, Madras School District, Madras, Oregon.
- 1990-1991 Sixth Grade Teacher: Monte Vista Elementary School, Whittier, California.
- 1989-1990 Fifth Grade Teacher: Highland Elementary School, Lake Worth, Florida. Self-contained classroom. All academic subjects taught. Entire class composed of students with reading difficulties specifically selected to participate in a reading enhancement program.
- 1988-1989 Sixth Grade Team Teacher: Waverly Middle School, Lansing, Michigan.

Taught on a three person team of sixth grade teachers. Responsible for teaching science and reading/language arts.

1986-1988 Sixth Grade Teacher: Los Angeles Unified School District, Los Angeles, California.

1985-1986 High School Math Teacher: Leon County School District, Tallahassee, Florida. Taught algebra, pre-algebra, and compensatory education mathematics to students in grades nine through twelve.

1981-1984 Sixth Grade Teacher: Canby School District, Canby, Oregon.

SERVICE

National

Department of Health and Human Services:

- Grant reviewer for co-sponsored NICHD and OERI initiative pertaining to the Development of English Literacy in Spanish-Speaking Children. Reviewed RO1 & RO3 grants as well as a site visit reviewer at the Center for Applied Linguistics. (Spring 2000).

National Reading Conference/Literacy Research Association:

- Member: Board of Directors for the Literacy Research Association. 2020-2023
- Faculty mentor for graduate student proposals. 2017-2018.
- *Area 1: Pre-Service Teacher Education*. Area co-chair with Dr. Emily Rodgers & Dr. Julie Justice. Assisted with the proposal review process including analyzing and sorting the proposals, selecting reviewers, and making decisions about proposal acceptance. 2012-2015.
- National Reading Conference, Early Career Achievement Award Committee 2006 to 2009.
- *Journal of Literacy Research*, Editorial Advisory Board (2001-2012).
- Editorial Advisory Board for the National Reading Conference Yearbook: 2001-2013.
- *National Reading Conference Proposal Reviewer* (1993-2016).
- *National Reading Conference*, Co-editor for the Spring and Fall 2000 Newsletters.
- *Area 8: Literacy and Language Diversity*. Area co-chair in 1995 with Dr. Patricia Edwards. Assisted with the proposal review process including sorting the proposals, selecting reviewers, mailing information to reviewers and proposal writers, and making decisions about proposal acceptance.
- *Area 8: Literacy and Language Diversity*. Assisted area chair, Dr. Patricia Edwards, in 1994 with the proposal review process including sorting the proposals, selecting reviewers, and mailing out information to reviewers and proposal writers.
- *National Reading Conference Graduate Student Events* (1994). Helped organize and chair student discussions designed specifically for graduate students.

International Reading Association:

- Member: The Literacy Study Series Review Board. (1998-2005).
- *Reading Research Quarterly*, Editorial Advisory Board (1999-2009).
- Member: International Reading Association Multilingual/Multicultural Committee (1998 to 2000)
- Member of Editorial Advisory Board of *Reading Online* (a web-based journal of the International Reading Association). (1999 to 2004).
- IRA Nominating Committee member. (2010-11).

The Center for the Improvement of Early Reading Achievement (The CIERA Project)

- Member of the C.I.E.R.A. Review Board (1998-2002).

National Council of Teachers of English:

- Member of the NCTE Standing Committee on Research (2004 to 2006)
- Member of the review committee for 2002, 2003, & 2004 NCTE Promising Researcher Award
- Member of the NCTE Selects Program (a program that provides reviews of books)
- Guest Reviewer for *College English* (Journal Editor: Peter Smagorinsky) : Issue on Peer Talk as Related to Literacy Learning (Spring 1999)

American Educational Research Association:

- Proposal Reviewer for Division K (1999 to present).

Journal of Teacher Education:

- Member of the Editorial Advisory Board (1999 to 2006).

Teaching and Teacher Education:

- Member of the Editorial Advisory Board (2009 to present).

Urban Education:

- Member of the Editorial Advisory Board (2007 to present).

SERVICE (SELECTED)

State

California State Division of the International Reading Association:

- *The California Reader*, Editorial Advisory Board (2002-2009).

Nevada Department of Education:

- Member of 2007-08 State Advisory Team to revise the Nevada Reading and Language Arts Standards (Process lasted approximately one year.)

The University of Nevada Reno

- *College of Education Public Relations Committee, member 2010 to 2011. Chair, 2012.*
- *UNR Bylaws and Codes Committee, 2010 to 2013*
- *Coordinator for the Lemelson Literacy Program, 2004 to 2012*
- *University Committee for the Protection of Human Subjects, 3-year appointment beginning fall of 2004 to 2007.*
- *College of Education Senate, Senate Co-chair, 2003 to present*
- *College of Education Senate, Literacy Faculty Representative, 2000 to 2003*
- *University Studies Abroad Consortium, Selection Committee Member for Faculty International Dev. Award (Sp. 2002)*
- *Member, Search Committee for Tenure Track Literacy Position, 2002*
- *Member, Search Committee for Tenure Track ESL Position, 2000*
- *Task Force on Graduate Education, College of Education, 1999 to 2000*
- *University-wide Special Hearing Committee, 2000*

Texas Woman's University: Departmental/College Committees

- *Academic Advising Center Advisory Committee, College of Education & Human Ecology: 1996 - 1999*
- *Chair, Reading Committee: Fall 1997-98*
- *Chair, Search Committee for Tenure-Track Reading Position: Fall 1997-98*
- *Co-chair, The Rose F. Spicola Forum in Reading (Featured Speaker, Mem Fox): 1996 - 1997*
- *Co-chair, The Rose F. Spicola Forum in Reading (Featured Speaker, Dr. Taffy Raphael) : 1997 - 1998*
- *National Alumnae Association, Department of Reading and Bilingual Education Academic Chapter: 1996 - 1999*
- *Department of Reading and Bilingual Education Scholarship Committee: 1996 - 1999*
- *Department of Reading and Bilingual Ed. Academic Advisor for Graduate and Undergrad. Students: 1996 - 1999*

PROFESSIONAL MEMBERSHIPS

- Australian Association for Research in Education (current)
- Australia Literacy Educators' Association (current)
- American Anthropological Association (past)
- American Educational Research Association (current)
- International Literacy Association (current)
- Literacy Research Association (current)
- National Association for Multicultural Education (past)
- National Conference on Research in Language and Literacy (past)
- National Council of Teachers of English (current)