

CURRICULUM VITAE

Amanda Godley

Associate Professor
English Education and Language, Literacy & Culture

Department of Instruction and Learning

University of Pittsburgh

5105 Wesley W. Posvar Hall

Pittsburgh, PA 15260

(412) 648-7313 · agodley@pitt.edu

<https://www.education.pitt.edu/people/profile.aspx?f=AmandaGodley>

EDUCATION

2000	Ph.D.	University of California at Berkeley	Language, Literacy and Culture
1996	M.A.	University of California at Berkeley	Language, Literacy and Culture
1991	B.A.	University of Chicago	(Double major) Classics and Great Books

ACADEMIC APPOINTMENTS

Professor, English Education and Language, Literacy and Culture (effective August 2017).

Associate Professor, English Education and Language, Literacy and Culture (2007-2017).

University of Pittsburgh, Department of Instruction and Learning.

Faculty Fellow, Center for Urban Education. 2014- present.

Center Associate, Learning Research and Development Center. 2016 – present.

Secondary Appointment in Department of Linguistics. 2016 – present.

Secondary Appointment in Gender, Sexuality, and Women’s Studies Program. 2007-present.

Assistant Professor, English Education (2002-2007).

University of Pittsburgh, Department of Instruction and Learning.

Secondary Appointment in Women's Studies Program.

Assistant Professor, English Education (2000-2002).

Department of English, California State University, Sacramento.

Coordinator, CSU High School Writing Collaborative (2000-2002).

First Year Composition and Summer Bridge Instructor (1997-2000).

University of California at Berkeley.

High School and Middle School English Teacher (1991-1995).

Edmund Burke School (Washington, DC); Wediko Children's Services (Boston, MA); Asociación Escuelas Lincoln (Buenos Aires, Argentina); Phillips Academy, Andover (Andover, MA).

ADMINISTRATIVE EXPERIENCE

Associate Chair, Department of Instruction and Learning, University of Pittsburgh. 2008-2011.

Program Coordinator, English Education. University of Pittsburgh. 2009, 2011, 2012-2013.

Program Coordinator, Language, Literacy and Culture. University of Pittsburgh. 2008-2011.

Acting Director, Western PA Writing Project, University of Pittsburgh. 2009.

FELLOWSHIPS AND AWARDS

Spencer Foundation Mid-Career Grant Awardee. (2016-2017). *Using Natural Language Processing to Study Equitable and Robust Classroom Talk*.

Citizen Activist Award (2012). Keystone Research Center / Pennsylvania Budget and Policy Center Citizen Activist Award. Harrisburg, PA.

National Academy of Education/Spencer Postdoctoral Fellowship (2005-2007). Implementing Problem-Posing Grammar Instruction in Urban High Schools.

Outstanding Reviewer (2004). American Educational Research Association.

Outstanding Graduate Student Instructor (2000). University of California, Berkeley.

Spencer Research Training Fellow (2000). Center for Urban Education, University of California, Berkeley.

University of California, Jenkins, and Flanders Fellowships (1995, 1996, 1997, 1998, 1999, 2000). University of California, Berkeley.

GRANTS

Recommended for Funding

Co-Principal Investigator (2017-2020). *Development of Human Language Technologies to Improve Disciplinary Writing and Learning through Self-Regulated Revising*. With Rebecca Hwa [PI] & Diane Litman [co-PI]. National Science Foundation, Cyberlearning Program (\$500,000).

Co-Principal Investigator (2017-2020). *Cyber-enabled Teacher Discourse Analytics to Empower Teacher Learning*. With Sidney D’Mello [PI], Sean Kelly [PI] & Patrick Donnelly [co-PI]. National Science Foundation, Cyberlearning Program (\$500,000).

Funded Grants

Principal Investigator (2016-2017). *College Ready Writers Program*. With Laura Roop (co-PI). National Writing Project (\$20,000).

Co-Principal Investigator (2016-2018). *Using Natural Language Processing to Study The Role of Specificity and Evidence Type in Text-Based Classroom Discussions*. Learning Research and Development Center (\$147,592).

Co-Principal Investigator (2014-2016). *An Intelligent Ecosystem for Science Writing Instruction* (DRL-1416980). With Christian Schunn (PI) & Diane Litman (Co-PI). National Science Foundation (\$1,656,835).

Principal Investigator (2014-2015). *Preservice English Teachers’ Development of Sociolinguistic Knowledge for Literacy Instruction*. With Jeffrey Reaser (co-PI). Spencer Foundation (\$40,000).

Co-Principal Investigator (2012-2015). *Intelligent Scaffolding for Peer Review of Writing* (R305A120370). With Diane Litman (PI), Kevin Ashley (co-PI) and Christian Schunn(co-PI). Institute of Education Sciences (\$1,498,941).

Principal Investigator. (2007-2008). *The Effects of Linguistics-Based Grammar Instruction on the Literacy Skills of African American Adolescents*. Central Research Development Fund, University of Pittsburgh, Provost Office (\$7,100).

Principal Investigator (2007-2008). *Linguistics-Based Grammar Instruction*. Faculty Research Grant, University of Pittsburgh, School of Education (\$1,480).

Principal Investigator (2004). *Teaching Grammar in Urban High Schools*. American Educational Research Association/Institute of Educational Sciences (AERA/IES) Research Grant (\$15,000).

Principal Investigator (2002). *Linking Grammar to Reading and Writing*. Research and Creative Activity Award, California State University, Sacramento (\$6,000).

Grant Proposals Pending

Co-Investigator. *Investigating and Transforming ELA Teacher Learning about Classroom Discourse via Data-driven Reflective Practice*. With Sidney D’Mello [PI], Diane Litman [co-PI] & Patrick Donnelly [co-PI]. James S. McDonnell Foundation (\$2,425,000).

PUBLICATIONS (* = graduate student)

Books

Godley, A.J. & Reaser, J. (under contract). *Critical language pedagogy: Interrogating language, dialects and power in teacher education*. “Social Justice Across Contexts in Education” Series. Peter Lang Publishing.

Peer-Reviewed Journal Articles

Loretto, A. *, DeMartino, S. * & **Godley, A.J.** (2016). Secondary students’ perceptions of peer review of writing. *Research in the Teaching of English*, 51(2), 134-161.

Bissonnette, J. *, Reaser, J., Hatcher, J. * & **Godley, A.J.** (2016). Regional differences in pre-service teachers’ responses to critical language pedagogies. *Southern Journal of Linguistics*, 40(1), 2-39.

Schunn, C.D., **Godley, A.J.** & Martino, S. * (2016). The reliability and validity of peer review of writing in high school AP English classes. *Journal of Adolescent and Adult Literacy*, 60(1), 13-23. doi: 10.1002/jaal.525

Godley, A., Monroe, T. & Castma, J. (2015). Increasing access to and success in Advanced Placement English in Pittsburgh Public Schools. *English Journal*, 105(1), 28-34.

Godley, A.J., Reaser, J. & Moore, K. * (2015). Pre-service English language arts teachers’ development of critical language awareness for teaching. *Linguistics and Education*, 32(a), 41-54.

Godley, A.J. (2013). Equivocal equity: The struggles of a literacy scholar, white

middle-class urban school parent, and grassroots activist. *Research in the Teaching of English*, 48(2), 250-260.

Godley, A.J. & Loretto, A. * (2013). Fostering counter-narratives of race, language, and identity in an urban English classroom. *Linguistics and Education*, 24, 316-327.

Godley, A.J. & Escher, A. * (2012). Bidialectal African American adolescents' views on spoken language expectations in English classrooms. *Journal of Adolescent and Adult Literacy*, 55, 704-713.

Chisholm, J. * & **Godley, A.J.** (2011). Learning about language through inquiry-based discussion: Three bidialectal high school students' talk about dialect variation, identity and power. *Journal of Literacy Research*, 43(4), 430-468.

Godley, A.J. & Minnici, A. * (2008). Critical language pedagogy in an urban high school English class. *Urban Education*, 43(3), 319-346.

Godley, A.J., Carpenter, B.D. * & Werner, C.A. (2007). "I'll speak in proper slang": Language ideologies in a daily editing activity. *Reading Research Quarterly*, 42(1), 100-131.

Godley, A.J., Sweetland, J., Wheeler, R.S., Minnici, A. * & Carpenter, B. * (2006). Preparing teachers for dialectally diverse classrooms. *Educational Researcher*, 35(8), 30-37.

Godley, A.J. (2006). Gendered borderwork in a high school English class. *English Teaching: Practice and Critique*, 5(3), 4- 29.

Godley, A. (2004). Applying Bakhtin's "Dialogic Origin and Dialogic Pedagogy of Grammar" to current research on literacy and grammar instruction. *Journal of Russian and East European Psychology*, 42(6), 54-59.

Godley, A.J. (2003). Literacy learning as gendered identity work. *Communication Education*, 52, 273-285.

Godley, A. & Trainor, J. (2000). Discourses of reform in composition: Student need and labor conditions as useful knowledge. *College Composition and Communication*, 51(3), 481-484.

Mahiri, J. & **Godley, A.J.** (1998). Re-writing identity: Social meanings of literacy and re-visions of self. *Reading Research Quarterly*, 33(4), 416-433.

Trainor, J. & **Godley, A.** (1998). After Wyoming: Labor practices in two university writing programs. *College Composition and Communication*, 50(2), 153-181.

[Book Chapters and Other Publications](#)

- Mills, K. & **Godley, A.J.** (in press). Realizing racism: Critical race theory, digital literacies, and the construction of anti-racist techno-cultures. In K. Mills, A. Stornaiuolo, A. Smith and J. Pandya (Eds.). *The Routledge Handbook of Digital Writing and Literacies*.
- Godley, A.J.**, Jacobs, K.B., Jimenez, R., Levine, S. & Torres-Rangel, J. (2017). Announcing the 2015-16 Alan C. Purves Award recipient. *Research in the Teaching of English*, 51(4), 473-477.
- Godley, A.J.**, Friedman, J. *, Gurgiolo, M. *, Somerville, N. * & Taylor, S. * (2013). Teaching mirror poems: A mirror for teaching poetry. In Luskey, M. & Wolfe, C.A. (Eds.) *The working poet: A collection of lessons, reflections and poetry from teachers and students in Western Pennsylvania* (pp. 164–175). Pittsburgh, PA: Autumn House Press.
- Godley, A.J.** (2011). Intercultural communication in education. In C. B. Paulston, S. F. Kiesling & E. S. Rangel (Eds.) *The handbook of intercultural discourse and communication* (pp. 449-481). Malden, MA: Wiley-Blackwell.
- Kostogriz, A. & **Godley, A.** (2007). Editorial: The construction of academic literacy and difference. *English Teaching: Practice and Critique*, 6(2), 1-7.
- Godley, A.** (2004). Practicing gender: Creating, reflecting, and resisting discourses of gender through literacy. In J. Mahiri (Ed.) *What they don't learn in school: Literacy in the lives of urban youth* (pp. 185-207). New York: Peter Lang Publishing.
- Godley, A.** & Trainor, J. (2004). Embracing the rhetoric of the marketplace: A new materialist perspective on the old problem of labor in composition. In M. Bousquet, T. Scott, & L. Parascondola (Eds.) *Tenured bosses and disposable teachers: Writing instruction in the managed university* (pp. 171-185). Urbana, IL: Southern Illinois University Press.

INVITED PRESENTATIONS AND KEYNOTE ADDRESSES

- Godley, A.** (2017, May). *Culturally Responsive Grammar and Language Instruction*. Institute for Learning Conference. Pittsburgh, PA.
- Godley, A.** (2015, October). *Effective peer review of writing in English language arts classrooms*. California Writing Project. Davis, CA.
- Godley, A.** (2015, May). *The place of grammar*. Institute for Learning Conference. Baltimore, MD.
- Godley, A.** (2015, February). Keynote speaker: *Valuing language and dialect diversity*.

California Writing Project, California Teachers of English Annual Convention Pre-Conference Day. San Jose, CA.

Godley, A. (2009, March). Keynote speaker: “*She’s just a salesman’s wife*”: High school students’ talk about women’s labor and women’s rights in American literature. SUNY-Fredonia Women’s Studies Research Conference, Fredonia, NY.

SELECTED NATIONAL AND INTERNATIONAL CONFERENCE PRESENTATIONS

(* = graduate student)

Godley, A.J., Reaser, J. & Ashwin, C.* (2017, November). *Helping students reclaim their voices – promoting linguistic agency and Critical Language Awareness*. Paper to be presented at the National Council of Teachers of English Annual Conference, St. Louis, MO.

Godley, A.J. (2017, February). *A think-aloud study of high school writers’ revision planning in response to peer feedback*. Paper presented at the International Society for the Advancement of Writing Research Conference (Writing Research Across Borders). Bogota, Colombia.

Godley, A.J., Ashwin, C.* & Reaser, J. (2016, December). *Preservice teachers’ race talk in discussions about dialect diversity*. Paper presented at the 2016 Literacy Research Association Annual Conference, Nashville, TN.

Reaser, J., Bissonnette, J.*, Hatcher, J.* & **Godley A.** (2016, November). *Building advocacy through critical language pedagogy*. Paper presented at the National Council of Teachers of English Annual Conference, Atlanta, GA.

Godley, A.J. (2016, July). *A think-aloud study of adolescent writers’ peer review strategies*. Paper presented at the EARLI (European Association for Research in Learning and Instruction) Writing SIG Conference, Liverpool, England.

Schuchardt, A.*, Schunn, C.D. & **Godley, A.J.** (2016, April). *High school students’ assessments of science concepts and explanations through peer review of writing*. Paper presented at the 2016 Annual National Association for Research in Science Teaching (NARST) International Conference, Baltimore, MD.

Bissonnette, J.*, Hatcher, J.*, Reaser, J. & **Godley, A.** (2016, April). *Negotiating Southernness: How speaking a socially stigmatized dialect complicates pre-service teachers’ identities and linguistic ideologies*. Paper presented at the 2016 Annual Meeting of the American Educational Research Association, Washington, DC.

Reaser, J., Hatcher, J.*, Bissonnette, J.* & **Godley, A.** (2016, January). *How Southern*

identity shapes pre-service teachers' responses to sociolinguistic information. Paper presented at the American Dialect Society Annual Meeting, Washington, DC.

Loretto, A.* , **Godley, A.** & Baikadi, A. (2015, December). *A think-aloud study of adolescent writers' peer review and revision strategies.* Paper presented at the 2015 Literacy Research Association Annual Conference, Carlsbad, CA.

Godley, A. & Reaser, J, (2015, December). *Preservice literacy teachers' assessment of vernacular dialect features in academic writing.* Paper presented at the 2015 Literacy Research Association Annual Conference, Carlsbad, CA.

Godley, A. (2015, December). *Preservice English teachers' perceptions of creativity, rhetoric and expression in vernacular dialects.* Paper presented at the 2015 Literacy Research Association Annual Conference, Carlsbad, CA.

Reaser, J., Hatcher, J.* , Bissonnette, J.* & **Godley, A.** (2015, October). *Regional differences in preservice teachers' responses to critical language pedagogies.* Paper presented at the annual New Ways of Analyzing Variation National Conference, Toronto, CA.

Godley, A., Reaser, J., Moore, K.* & Hatcher, J.* (2015, April). *Preservice English language arts teachers' development of Critical Language Pedagogy.* Paper presented at the 2015 Annual Meeting of the American Educational Research Association, Chicago IL.

Loretto, A.* , Demartino, S.* & **Godley, A.** (2015, April). *Secondary students' perceptions of peer review of writing.* Poster presented at the 2015 Annual Meeting of the American Educational Research Association, Chicago IL.

Bissonnette, J.* , Hatcher, J.* , Reaser, J. & **Godley, A.** (2015, April). *Regional differences in pre-service ELA teachers' responses to critical language pedagogies.* Paper presented at the 2015 Annual Southeastern Conference on Linguistics, Raleigh, NC.

Godley, A., Reaser, J. & Moore, K.* (2014, December). *Pre-Service English language arts teachers' dialogic constructions of dialect diversity, linguistic prejudices and societal inequities.* Paper presented at the 2014 Literacy Research Association Annual Conference, San Marco Island, FL.

Godley, A., Loretto, A.* & Demartino, S.* (2014, December). *The dialogic construction of academic writing through peer review in secondary classrooms.* Paper presented at the 2014 Literacy Research Association Annual Conference, San Marco Island, FL.

Reaser, J., **Godley, A.,** Moore, K.* & Hatcher, J.* (2014, October). *Preservice English teachers' development of critical language awareness for teaching.* Paper presented at the annual New Ways of Analyzing Variation National Conference, Chicago, IL.

- Godley, A.,** Demartino, S.* & Loretto, A.* (2014, April). *The relationship between high school students' essay revisions, peer feedback, and reviews of peers' essays*. Paper presented in session entitled *Innovations in Peer and Teacher Feedback During Writing Instruction: Results From Three IES Studies*. 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Godley, A.,** Demartino, S.* & Hart, C.* (2013, December). *How the quality of peer review shapes students' revisions*. Paper presented in session entitled *Transforming Peer Review to Support Teaching about Argumentative Essay Writing: Results from Three IES Studies*. 2013 National Reading Conference Annual Conference, Ft. Worth, TX.
- Godley, A. & Moore, K.*** (2013, December). *Transforming language instruction for social justice: A study of four high school English teachers' development of critical language pedagogy for African American students*. Paper presented at the 2013 National Reading Conference Annual Conference, Ft. Worth, TX.
- Godley, A. & Reaser, J.** (2013, October). *Sociolinguistic knowledge for teaching literacy: Preliminary findings*. Paper presented at the New Ways of Analyzing Variation National Conference, Pittsburgh, PA.
- Godley, A. & Moore, K.***(2013, February). *An examination of teachers' understanding of African American high school students' language and literacy practices*. Paper presented at the NCTE Assembly for Research Mid-Winter Conference, Cleveland, OH.
- Godley, A. & DeMartino, S.*** (2013, February). *Secondary students' use of peer feedback to identify grammatical errors in writing*. Paper presented at the NCTE Assembly for Research Mid-Winter Conference, Cleveland, OH.
- Godley, A.** (2012, December). *Using popular media to construct counter-narratives of race, language, and identity in urban high school English classrooms*. Paper presented at the 2012 Literacy Research Association Annual Conference, San Diego, CA.
- Godley, A. & Escher, A.*** (2011, April). *Bidialectal African American adolescents' views on code-switching In English language arts classrooms*. Poster presented at the 2011 Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Godley, A. & Escher, A.*** (2010, December). *Bidialectal African American adolescents' views on code-switching in and out of school: When, where, why*. Paper presented at the 2010 National Reading Conference/Literacy Research Association Annual Conference, Ft. Worth, TX.
- Chisholm, J.* & **Godley, A.** (2009, June). *Dialect variation, identity and power: A discourse analysis of bidialectal high school students' small group discussion*. Paper presented at the 2009 Conference of the International Society for Language Studies, Orlando, FL.

- Chisholm, J.* & **Godley, A.** (2009, April). *What do bidialectal high school students learn about language variation, identity and power through inquiry-based discussion? A case study.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Chisholm, J.* & **Godley, A.** (2009, February). *Promoting critical perspectives about language, identity and power through small group discussions among bidialectal high school students.* Paper presented at the NCTE Assembly for Research Mid-Winter Conference, Los Angeles, CA.
- Godley, A.** & Mihalikis, V.* (2008, February). *Bridging community and school dialects: Changing teachers' representations of students' language through linguistics-based professional development.* Paper presented at the NCTE Assembly for Research Mid-Winter Conference, Bloomington, IN.
- Godley, A.** (2007, April). *Bridging community and school dialects: Linguistics-based teacher professional development in a dialectally diverse high school.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Godley, A.** (2007, April). *Language as repertoire: Teachers' responses to a professional development institute on teaching grammar through SFL.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Godley, A.** (2006, December). *Standard or African American English: Understanding literacy learners' racialized linguistic identities.* Paper presented at the National Reading Conference, Los Angeles, CA.
- Godley, A.** (2006, November). *Using Critical Discourse Analysis to understand students' racial-linguistic identities.* Paper presented at the Annual Meeting of the American Anthropological Association, San Jose, CA.
- Godley, A.** (2006, July). *Developing a scope and sequence for grammar instruction: Teacher education.* Paper presented at the NCTE Assembly for the Teaching of English Grammar Annual Conference, Fairfield, CT.
- Godley, A.** & Minnici, A. (2006, April). *A critical approach to teaching about language with adolescent African American students.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Palmquist, S.*, Kaune, R.*, **Godley, A.** & Crowley, K. (2006, April). *Gendering the natural world through family talk in dinosaur hall.* Poster presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

- Godley, A.** (2006, April). *Implementing problem-posing grammar instruction in urban schools*. Poster presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Godley, A.,** Thein, A. & Trainor, J. (2006, February). *Re-theorizing the local: Understanding how students' racial identities affect their literacy experiences*. Paper presented at the NCTE Assembly for Research Mid-Winter Conference, Chicago, IL.
- Godley, A. & Carpenter, B.*** (2005, April). *"I speak proper slang": Competing language ideologies in an urban high school English class*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Godley, A.** (2005, March). *Grammar and gatekeeping in a predominantly African American urban high school*. Paper presented at the Conference on College Composition and Communication, San Francisco, CA.
- Godley, A.** (2004, May). *African American students' production and correction of Academic Written English (AWE) conventions: Preliminary findings from a three year study*. Paper presented at the American Association of Applied Linguistics Annual Conference. Portland, OR.

LOCAL AND REGIONAL PRESENTATIONS

- Godley, A.** (2016, August). Keynote Speaker. *Culturally-relevant grammar and language instruction*. Summer Literacy Institute, Pittsburgh Public Schools. Pittsburgh, PA.
- Godley, A.** (2014, December). *"Getting over for the right reasons": Strategic pragmatism in teaching Standardized English to African American students*. University of Pittsburgh, Center for Race and Social Problems.
- Godley, A.** (2013, April). *Local, state and national issues of educational equity*. Build On! Student Educator Organization. University of Pittsburgh.
- Godley, A.** (2012, November). *Tracking in schools*. Department of English, Children's Literature Program, University of Pittsburgh.
- Godley, A.** (2009, March). *Dialect diversity in education*. Department of Linguistics, University of Pittsburgh.
- Godley, A. & Palmquist, S.*** (2007, November). *Gendering dinosaurs: Parent-child talk in a natural history museum*. Women's Studies Program, University of Pittsburgh.
- Godley, A.** (2005, November). *Research on grammar instruction in English Language Arts*.

Department of Modern Languages, Carnegie Mellon University. Pittsburgh, PA.

PROFESSIONAL SERVICE

Journal Editorships

- 2016- 2019 **Co-Editor** (with A. Thein). *English Teaching: Practice and Critique*.
- 2007 **Guest Editor** (with A. Kostogriz). *English Teaching: Practice and Critique* special issue on "The construction of academic literacy."

Editorial Boards

- 2013 – present **Editorial Review Board**. *Research in the Teaching of English*.
- 2016 – present **Editorial Review Board**. *Reading Research Quarterly*.
- 2007 – 2016 **Editorial Review Board**. *English Teaching: Practice and Critique*.
- 2007 – 2013 **Editorial Review Board**. *Journal of Literacy Research*.

Manuscript and Proposal Reviewing

- 2005 – present **Reviewer**. *Educational Researcher, Teaching and Teacher Education, Linguistics and Education, Language in Society, English Education, Transactions on Learning, Sage, Teachers College Press, Routledge*.
- 2015-16 **Reviewer**. Spencer Foundation Dissertation Grants.
- 2005 – 2012 **Reviewer**. AERA Annual Conference - Division C, Writing and Literacies SIG.
- 2005 – present **Reviewer**. LRA Annual Conference.
- 2006 **Reviewer**. National Science Foundation, Linguistics Program Grants.

Conference Organizing

- 2013-14 **Conference Organizing Committee** (with S. Kiesling, S. Goodwin, and B. Johnstone). New Ways of Analyzing Variation Annual Conference (North American conference of sociolinguistics research).
- 2010 **Conference Co-Chair** (with A. Thein and sj Miller). National Council of Teachers of English Assembly on Research Annual Conference.

Other National Professional Activities

- 2014 – present **Research Committee Member.** Literacy Research Association.
- 2016 **Chair, Alan C. Purves Award Committee.** *Research in the Teaching of English.*
- 2015 & 2016 **Mentor.** Learning and Social Processes SIG, AERA Annual Conference.
- 2006 **Member, Alan C. Purves Award Committee.** *Research in the Teaching of English.*
- 2000-2015 **Teacher-Consultant** Western PA Writing Project, Bay Area Writing Project, California Writing Project, and Area 3 Writing Project. Pittsburgh, PA; Berkeley, CA; Davis, CA.

University of Pittsburgh Service

- 2011-2017 **Mentor,** First Experience in Research Students (first year undergraduates)
- 2014 **Co-Organizer,** Mini-conference on Dialogic Teaching
- 2014 **Moderator,** Gender, Sexuality, and Women's Studies “Race and Education” panel
- 2009-2012 **Committee Member,** Provost's Advisory Committee on Instructional Excellence
- 2011-2012 **Committee Member,** University Middle States Accreditation Working Group on Using Assessment to Improve Institutional Effectiveness
- 2010 **Co-Author,** “Report and Recommendations on Faculty Diversity Programs,” Provost's Advisory Committee on Instructional Excellence
- 2010 **Guest Speaker,** Faculty Diversity Seminar
- 2008 **Co-Chair and Co-Author,** University Graduate Student Parental Accommodation Policy (subcommittee of University Council for Graduate Studies)
- 2006-2009 **Committee Member,** University Council for Graduate Studies
- 2007-2009 **Committee Member,** University Senate Ad Hoc Committee for Gender Equity
- 2004-2012 **Committee Member,** Women’s Studies Program Steering Committee (and various subcommittees)

School of Education and Departmental Service

2014-present	Committee Member , SOE Tenure and Promotion Committee
2015-2016	Co-Chair , SOE PhD Committee (Committee Member , 2013-15)
2013-2015	Committee Member , SOE EdD Committee
2013-14	Committee Member , Center for Urban Education Advisory Committee
2010-2011	Co-Coordinator , Woodrow Wilson Fellowship for Aspiring Teachers of Color Program
2009-2011	Committee Member , Department of Instruction and Learning Executive Committee
2007-2009	Chair , SOE Academic Affairs Committee (Committee Member , 2006-07)
2007-2008	Co-Chair , Department of Instruction and Learning Bylaws Committee and co-author of departmental by-laws
2005-2011	Chair , Department of Instruction and Learning Doctoral Committee (Committee Member , 2005-2008)

LOCAL AND REGIONAL IMPACT

2015-2017	Inservice Leader (with Kellie Skweres, Pittsburgh Public Schools). 40 hour in-service program on teaching argument writing with Pittsburgh Public Schools high school teachers.
2017	Testimony for Pittsburgh Public School Board . (2017, January 23). "Improving and decriminalizing attendance policies and procedures in Pittsburgh Public Schools."
2016	Letter to the Editor . <i>Pittsburgh Post-Gazette</i> . Godley, A. (2016, June 21). "Dialogue about Pittsburgh schools superintendent should be civil."
2016	Testimony for Pittsburgh Public School Board . (2016, January 29). "New superintendent must form partnerships with communities and educational organizations."
2011– present	Board of Directors, A+ Schools (a non-profit organization that is the community

advocate for educational equity and excellence in Pittsburgh Public Schools. It collects and disseminates school district data and advocates for equity, strong governance, transparency and excellence.) **Vice-President of the Board**, 2015-present.

- 2015 – present **Co-Chair, Squirrel Hill Education Council** (a neighborhood-based organization to support and disseminate information about Pittsburgh Public Schools).
- 2015 **Letter to the Editor.** *Pittsburgh Post-Gazette*. Godley, A. & Woodson, A. (2015, February, 25). “Vulnerable students need high-quality teachers.”
- 2011-2014 **Vice-President of Board, FUSE** (an arts and academics after-school program for adolescents in a high school that is 99% African American, 99% low-income). Wilkinsburg, PA.
- 2014 **Testimony for Pittsburgh Public School Board.** (2014, February 24). “Recognizing great teachers.”
- 2013-2014 **In-Service Workshop Leader** on teaching writing and peer review, City Charter High School, Pittsburgh, PA.
- 2013-2015 **Equity Committee, Colfax K-8 School.** Pittsburgh Public Schools.
- 2012 **Co-Coordinator, Write Now! Education Matters** (educational equity event at Pittsburgh Children’s Museum). 400 Attendees.
- 2008-2014 **Weekly Tutor** for elementary students in Pittsburgh Public Schools. Pittsburgh, PA.
- 2009 **Presentation for Wilkinsburg School Board** (with three high school teachers). “Teaching about Language, Dialects, and Grammar.” Wilkinsburg, PA.
- 2008 **Steering Committee,** Pittsburgh Public Schools, University Prep High School.
- 2008 **Steering Committee,** Pittsburgh Public Schools, Obama International Baccalaureate High School.

CONSULTING

- 2016 **Professional Development Leader.** *Culturally Relevant Grammar and Language Instruction* (daylong workshop). Pittsburgh Public School District, Pittsburgh, PA.
- 2016 **Professional Development Leader.** *Grammar and language instruction* (daylong workshop). West Allegheny School District. Imperial, PA.
- 2000 – present **Teacher-Consultant and Workshop Leader** (2000-2002, 2014, 2015, 2016). California Writing Project, Area 3 Writing Project (Davis, CA), and Bay Area Writing Project (Berkeley, CA).
- 2014 **Professional Learning Community (PLC) facilitator.** Pittsburgh Public Schools, University Prep High School.
- 2011 **Invited Speaker.** “Teaching grammar in context.” North Allegheny School District. Wexford, PA.
- 2008 **Summer Institute Leader.** “Teaching writing in the era of No Child Left Behind.” Western Pennsylvania Writing Project, Pittsburgh, PA.
- 2007 **Invited Speaker.** “Teaching grammar to improve writing.” North Allegheny School District. Wexford, PA.
- 2005, 2007, 2009 **Workshop Leader and Designer.** “Expanding students’ language repertoires.” Multi-day workshop for teachers from NY, TX, CT, RI, MN, PA and KY. Institute for Learning (IFL), University of Pittsburgh, PA.
- 1999-2000 **Middle School Equity Consultant.** San Francisco Unified School District. San Francisco, CA.

FORMER DOCTORAL STUDENTS

- Dr. Tabetha Bernstein-Danis** (Assistant Professor, Kutztown University)
- Dr. Brian Carpenter** (Assistant Professor, Indiana University of Pennsylvania)
- Dr. James Chisholm** (Assistant Professor, University of Louisville)
- Dr. Sara DeMartino** (Research Associate & Fellow, Institute for Learning)
- Dr. Allison Escher** (Research Associate & Fellow, Institute for Learning)
- Dr. Megan Guise** (Associate Professor, CA State – San Luis Obispo)
- Dr. Adam Loretto** (Assistant Professor, Grove City College)
- Dr. Vivian Mihalikis** (Senior Program Officer, Bill and Melinda Gates Foundation)

Dr. Kaylan Moore (Literacy Specialist and Grant Writer, Urban Innovation21)

Dr. Harison Mohd (Professor, University Sains Islam, Malaysia)

Dr. Ginny Ramirez Del-Toro (Instructor, North Carolina State University)

CURRENT DOCTORAL STUDENTS (with anticipated graduation date)

Angela Gaito-Lagnese	August 2017
Tamika Barrett	April 2018
Diana Gomez	April 2018
Christina Ashwin	April 2019
Chris Olshefski	April 2021
Carlana Kohn-Davis	August 2020
Arnold Bigger	August 2020

COURSES TAUGHT (* = courses that I designed/created)

PhD

Research Interviewing*
Classroom Discourse*
Critical Readings in Language, Literacy and Culture
Theories of Literacy*
PhD Writing Seminar*
First year PhD Seminar
Research on Writing*

M.Ed. (online)

Multicultural Literature

Teacher Education

Teaching Writing*
Teaching Grammar, Language and Usage*
Practicum for MAT students*
Teaching and Learning in Secondary English 1 (Introduction to inquiry and ELA)*
Teaching and Learning in Secondary English 2 (Teaching literature and writing)*
Teaching and Learning in Secondary English 3 (Teaching drama, multicultural literature and grammar)*
Research Seminar for MAT students
Disciplined Inquiry (reflective teaching portfolio)
Language Study for Educators (CSU-Sacramento)

Undergraduate

First Year Composition (CSU-Sacramento, UC – Berkeley)