

CURRICULUM VITAE

Amanda Godley

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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, Department of Teaching, Learning and Leading, University of Pittsburgh
(2017- present). **Associate Professor** (2007-2017); **Assistant Professor** (2002-2007).

Secondary Appointment in Department of Linguistics. 2016 – present.

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

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

Faculty Fellow, University Honors College. 2017 – present.

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

Assistant Professor, Department of English, California State University at Sacramento (2000-2002).

First Year Composition and Summer Bridge Instructor, University of California at Berkeley
(1997-2000).

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, 2019 – Present).

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

Coordinator, CSU – High School Writing Collaborative. California State University at Sacramento (2000-2002).

FELLOWSHIPS AND AWARDS

Senior Vice Chancellor for Engagement Partnerships of Distinction Award (2020).

Partnership between the University of Pittsburgh Honors College faculty (Amanda Godley and Holly Hickling), Facilitating Opportunities for Refugee Growth and Empowerment (FORGE), Keep it Real, and the Alliance for Refugee Youth Support and Education (ARYSE).

Keeper of the Promise Award (2018). Pittsburgh Promise. Pittsburgh, PA.

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. 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 - 2000). University of California, Berkeley.

FUNDED GRANTS

Principal Investigator (2019-2022). *Discussion Tracker: Development of Human Language Technologies to Improve the Teaching of Collaborative Argumentation in High School English Classrooms* (NSF award 1917673). With Diane Litman (co-PI). National Science Foundation, Cyberlearning Program (\$749,569).

Principal Investigator (2018-2019). *EAGER Discussion Tracker: Development of Human Language Technologies to Improve the Teaching of Collaborative Argumentation in High School English Classrooms* (NSF award 1842334). With Diane Litman (co-PI). National Science Foundation, Cyberlearning Program (\$149,999).

Co-Principal Investigator (2017-2020). *Development of Human Language Technologies to Improve Disciplinary Writing and Learning through Self-Regulated Revising* (NSF Award 1735752). With Rebecca Hwa (PI) & Diane Litman (co-PI). National Science Foundation, Cyberlearning Program (\$549,555).

Co-Principal Investigator (2017-2020). *Cyber-enabled Teacher Discourse Analytics to Empower Teacher Learning* (NSF Award 1735793). With Sidney D'Mello (PI), Sean Kelly (co-PI) & Patrick Donnelly (co-PI). National Science Foundation, Cyberlearning Program (\$500,000).

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).

PUBLICATIONS (* = graduate student)

Books

Godley, A. J. & Reaser, J. (2018). *Critical language pedagogy: Interrogating language, dialects and power in teacher education*. "Social Justice Across Contexts in Education" Series. Peter Lang Publishing.

Under Review/In Preparation

Olshefski, C.* & Godley, A.J. Characteristics of Student Talk in Literary Discussions Across Secondary ELA Classrooms. *Journal of Adolescent and Adult Literacy* (under review)

Dale, M.*, Godley, A.J., Kelly, S., Capello, S.*, Donnelly, P., D'Mello, S. Toward the Semi-Automated Analysis of Teacher Talk in English Language Arts Classes. *Teaching and Teacher Education* (under review)

Godley, A.J. *Peer Review of Writing in High School*. (in preparation)

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.

Peer Reviewed Conference Proceeding

- Olshefski, C.*, Lugini, L.*, Singh, R.*, Litman, D. & Godley, A. (2020). The Discussion Tracker Corpus of Collaborative Argumentation. For *Conference Proceedings of the 2020 Language Resources and Evaluation Conference*.
- Jensen, E.*, Donnelly, P.J., Dale, M.*, Kelly, S., **Godley, A.**, D’Mello, S. (2019). Toward Automated Feedback on Teacher Discourse to Enhance Teaching Effectiveness. In *Proceedings of the 2020 Conference on Human Factors in Computing Systems*. Honolulu, Hawaii.
- Stone, C.*, Donnelly, P.J., Dale, M.*, Capello, S.*, Kelly, S., **Godley, A.**, D’Mello, S. (2019). Utterance-level modeling of indicators of engaging classroom discourse. In *Proceedings of the 2019 Educational Data Mining Conference*. Montreal, Canada.
- Lugini, L.*, Litman, D., **Godley, A.** & Olshefski, C.* (2018). Annotating Student Talk in Text-based Classroom Discussions. In *Proceedings of the 13th Workshop on Innovative Use of NLP for Building Educational Applications*, pp. 110-116, New Orleans, LA, 2018.
- Wang, X.*, Chen, Y.*, **Godley, A.** & Rose, C. (2018). Public Peer Review Motivates Higher Quality Feedback. In *Proceedings of the 13th International Conference of the Learning Sciences (ICLS'18)*.

Peer Reviewed Book Chapters

- Mills, K. & **Godley, A. J.** (2017). 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.**, 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.
- 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.

Other Publications

Godley, A. (forthcoming). Conventions of Standardized English. *Enhanced SAT Suite Evidentiary Base (ELA/Literacy)*. Princeton, NJ: The College Board.

Sondel, B., **Godley, A.** and DeAngelo, L. (forthcoming). Forward. *Confronting Antisemitism on Campus* (ed. V. Stead). New York: Peter Lang.

Newstadt, M. & **Godley, A.** (2019). *Using Rubrics to Teach Science Writing*.

Writers Who Care Blog Post, <https://writerswhocare.wordpress.com/2019/05/06/using-rubrics-to-teach-science-writing/>

Loretto, L.*, DeMartino, S.* & **Godley, A.** (2018). *What Do High School Students Think About Peer Review?* Writers Who Care Blog Post, <http://writerswhocare.wordpress.com> .

Loretto, L.*, DeMartino, S.* & **Godley, A.** (2018). *Incorporating Students' Perspectives in the Design of Peer Review Activities*. Writers Who Care Blog Post, <http://writerswhocare.wordpress.com> .

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.

Kostogriz, A. & **Godley, A.** (2007). Editorial: The construction of academic literacy and difference. *English Teaching: Practice and Critique*, 6(2), 1-7.

INVITED RESEARCH PRESENTATIONS AND KEYNOTE ADDRESSES

Godley, A. (2020, June). Keynote Speaker: *What have we learned from remote instruction that can improve K-12 schooling in the future?* Institute for Learning National Conference, Pittsburgh, PA (online).

Godley, A. (2020, February). *Best Practices for Supporting English Language Learners' Academic and Linguistic Growth*. Education Law Center. Pittsburgh, PA.

Godley, A. (2018, December). *Critical Language Pedagogy: Reimagining dialects, identity and power in urban education*. Center for Urban Education, University of Pittsburgh. Pittsburgh, PA.

Godley, A. (2018, November). *Critical Language Pedagogy: Teaching about dialect variation, identity and power*. Berkeley Language Center, University of California, Berkeley. Berkeley, CA.

Godley, A. (2018, September). *Critical Language Pedagogy: Teaching about dialect variation, identity and power*. University of Iowa. Iowa City, Iowa.

Godley, A. (2017, November). *Education Rights for All: Gender, Sexuality, Race, and*

Disability in Schools. Gender Equity in Pittsburgh: Making Intersectional Change Happen Conference. Chatham University.

Godley, A. (2017, October). Keynote speaker: *Gender, intersectionality, and equity in U.S. schools*. University of Pittsburgh Annual Provost Office Lecture and Welcome Reception for Women Faculty. Pittsburgh, PA.

Godley, A. (2016, October). *Critical Language Pedagogy: Teachers' Development of Sociolinguistic Content Knowledge for Literacy Instruction*. Department of Linguistics, University of Pittsburgh.

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. (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., Olshefski, C.*, Lugini, L.* & Litman, D. (2020, April). *Toward a Computational Analysis of Students' Collaborative Argumentation in English Language Arts Classrooms*. Paper presented at the 2020 Annual Meeting of the American Educational Research Association, San Francisco, CA.

Godley, A. J., Dale, M.*, & Kelly, S. (2019, December). *An Overview of Instructional Talk in Current Secondary English Classrooms*. Paper presented at the Literacy Research Association Annual Conference, Tampa, FL.

Godley, A. J., Green, K., Marsh, B., Blaisdell, N. & Gebhard, M. (2019, November). *Addressing Raciolinguistics in Teacher Education*. Panel presented at the National Council of Teachers of English Annual Conference, Baltimore, MD.

Godley, A. J. & Olshefski, C.* (2019, April). *Promises and Limitations of Applying Natural Language Processing to Classroom Discourse Analysis*. Paper presented at the 2019 Annual Meeting of the American Educational Research Association, Toronto, Ontario.

Kelly, S., Dale, M.*, Capello, S.*, & **Godley, A.** (2019, April). *Towards the Automated Measurement of Teacher Talk: Introducing a Comprehensive Framework for the Fine-Grained Analysis of Teacher Discourse*. Paper presented at the 2019 Annual Meeting of the American Educational Research Association, Toronto, Ontario.

Godley, A. J. & Metz, M. (2018, November). *From Grammar Police to Language Detectives:*

Using Linguistic Knowledge to Open Up Language Inquiry in the Secondary English Classroom. Paper presented at the National Council of Teachers of English Annual Conference, Houston, TX.

Godley, A. J. & Olshefski, C.* (2019, April). *Promises and Limitations of Applying NLP to Classroom Discourse Analysis.* Paper presented at the 2019 Annual Meeting of the American Educational Research Association, Toronto, Ontario.

Ashwin, C.*, **Godley, A. J.** & Reaser, J. (2017, November). *White English teachers' meaningful understandings of dialect diversity.* Paper presented at the Literacy Research Association Annual Conference, Tampa, FL.

Olshefski, C.* & **Godley, A. J.** (2017, November). *The role of argument moves, specificity and evidence type in meaningful literary discussions across diverse secondary classrooms.* Paper presented at the Literacy Research Association Annual Conference, Tampa, FL.

Godley, A. J., Wetzel, M., Hutchinson, A. & Laster, B. (2017, November). *Writing and Reviewing Proposals for the Literacy Research Association.* Presentation at the Literacy Research Association Annual Conference, Tampa, FL.

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

Reaser, J., Hudgens Henderson, M., & **Godley, A.** (2017, November). *Progressing from dialect awareness to critical language awareness and pedagogy: Equipping teachers to interrogating language, dialects, and power.* Presentation at the New Ways of Analyzing Variation (Sociolinguistics) Annual Conference, Madison, WI.

Godley, A. J. & Olshefski, C.* (2017, September). *Leveraging NLP to Assess and Improve Text-Based Discussions in English Language Arts.* Paper presented at the Connecting Language, Interaction and Education in Digital Environments Conference, State College, PA.

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.

LOCAL AND REGIONAL PRESENTATIONS

- Godley, A.** (2018, April). *The Gendering and Racializing of Academics and Athletics in a Diverse Urban High School*. Paper presented at the Playing with Childhood in the Twenty-First Century Conference, University of Pittsburgh, Pittsburgh, PA.
- Godley, A.** (2018, March). *Intercultural communication*. Pittsburgh Academy of Nutrition and Dietetics. Pittsburgh, PA.
- Godley, A.** (2017, November). *Education Rights for All: Gender, Sexuality, Race, and Disability in Schools*. Gender Equity in Pittsburgh: Making Intersectional Change Happen Conference. Chatham University.
- Godley, A.** (2016, October). *Critical Language Pedagogy: Teachers' Development of Sociolinguistic Content Knowledge for Literacy Instruction*. Department of Linguistics, University of Pittsburgh.
- Godley, A.** (2016, August). *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.

EDUCATIONAL CONSULTING

- 2020 **Keynote Speaker.** *What have we learned from remote instruction that can improve K-12 schooling in the future?* Institute for Learning National Conference, Pittsburgh, PA (online).
- 2019 **Workshop Designer.** *Black Language, Black Families, Literacy and Racial Pride*. Office of Child Development, University of Pittsburgh.
- 2018 **Workshop Designer and Leader.** *Youth, dialect variation and identity in educational contexts*. The Exploratorium. San Francisco, CA.
- 2018 **Workshop Designer and Leader.** *Intercultural communication*. Pittsburgh Academy of Nutrition and Dietetics. Pittsburgh, PA.
- 2016 **Professional Development Leader.** *Grammar and language instruction* (daylong workshop). West Allegheny School District. Imperial, PA.
- 2016 **Professional Development Leader.** *Culturally-relevant grammar and language instruction*. Summer Literacy Institute, Pittsburgh Public Schools. Pittsburgh, PA.
- 2017 **Workshop Designer and Leader** (with K. Gutierrez). *Giving and getting critique*. Annual Meeting of the National Academy of Education. Washington, DC.
- 2017 **Workshop Designer and Leader.** *Culturally responsive grammar and language instruction*. Institute for Learning National Conference. Pittsburgh, PA.
- 2016 **Workshop Designer and Leader.** *Culturally Relevant Grammar and Language Instruction* (daylong workshop). Pittsburgh Public School District, Pittsburgh, PA.
- 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.

- 2015 **Workshop Designer and Leader.** *Effective peer review of writing in English classrooms.* California Writing Project. Davis, CA.
- 2015 **Workshop Designer and Leader.** *The place of grammar.* Institute for Learning National Conference. Baltimore, MD.
- 2015 **Keynote speaker.** *Valuing language and dialect diversity.* California Writing Project, California Teachers of English Annual Convention Pre-Conference Day. San Jose, CA.
- 2014 **Professional Learning Community (PLC) facilitator.** Pittsburgh Public Schools, University Prep High School.
- 2013 **Speaker.** *Local, state and national issues of educational equity.* Build On! Student Educator Organization. University of Pittsburgh.
- 2012 **Speaker.** *Tracking in schools.* Department of English, Children’s Literature Program, University of Pittsburgh.
- 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.
- 2000 – Present **Teacher-Consultant and Workshop Leader** (2000-2002, 2014, 2015, 2016). Western Pennsylvania Writing Project, California Writing Project, Area 3 Writing Project (Davis, CA), and Bay Area Writing Project (Berkeley, CA).

LOCAL AND REGIONAL IMPACT

- 2020 – Present **Community Health Deputy**, The Neighborhood Resilience Project. Collaboration with the Allegheny County Department of Health and Human Services, JFCS, and the Neighborhood Resilience Project to provide community health deputy and public health COVID-19 information and training to refugee and immigrant communities in Allegheny County.
- 2020 – Present **Mentor**, Pittsburgh Promise Scholar Alumni Mentoring Program.
- 2020 **Speaker**, “Best Practices for Supporting English Language Learners’ Academic and Linguistic Growth.” Education Justice Network Immigrant and Refugee Stakeholder Group, Education Law Center. Pittsburgh, PA.
- 2019 – Present **Member of Advisory Board**. Hill District Children’s Zone.
- 2019 **Testimony for Pittsburgh Public School Board**. (November 18). “Proposed 2020 District Budget: The Need to Reduce Spending on Ineffective, For-Profit Educational Technology and Invest in School-Based Counselors and Social Workers.”
- 2019 **Consultant**, Pine-Richland School District K-12 English Language Arts Curriculum Review Team.
- 2015 – Present **Member, Squirrel Hill Education Council** (a community-based organization to support and disseminate information about Pittsburgh Public Schools).
- 2017- 2019 **Founder and Director**, Tutoring program for Syrian and South Sudanese Refugee High School Students in Pittsburgh Public Schools.
- 2017- 2019 **Treasurer**, Allderdice High School PTO (Pittsburgh Public Schools). Raised money and distributed grants to students and teachers for equitable educational enrichment projects.
- 2017-2018 **Member, Working Group on Non-Exclusionary Discipline**, Pittsburgh Public Schools.
- 2011– 2017 **Board of Directors, A+ Schools** (Non-profit organization that is the community advocate for educational equity and excellence in Pittsburgh Public Schools.)
Vice-President of the Board, 2015-2017.
- 2015-2017 **Professional Development Leader, College Ready Writers Program** (with Kellie Skweres, Pittsburgh Public Schools). 40 hour PD program for 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.** *Pittsburgh Post-Gazette.* 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.”
- 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** (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.
- 2008-2014 **Weekly Tutor** for elementary students in Pittsburgh Public Schools. Pittsburgh, PA.
- 2012 **Co-Coordinator, Write Now! Education Matters** (educational equity event at Pittsburgh Children’s Museum). 400 Attendees.
- 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.

PROFESSIONAL SERVICE

Journal Editorships

- 2016 – Present **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

- 2020 **Review Panel Member.** National Science Foundation, Division of Information and Intelligent Systems.
- 2018 **Grant Reviewer.** The Israel Science Foundation.
- 2005 – Present **Reviewer.** *Educational Researcher, Urban Education, Teaching and Teacher Education, Linguistics and Education, Language in Society, English Education, Transactions on Learning, Sage, Teachers College Press, Routledge.*
- 2005 – Present **Reviewer.** AERA Annual Conference (Division C, Writing and Literacies SIG, Language and Social Processes SIG).
- 2015 – 2016 **Grant Reviewer.** The Spencer Foundation.
- 2005 – Present **Reviewer.** LRA Annual Conference.
- 2006 **Reviewer.** National Science Foundation, Linguistics Program Grants.

Conference and Event Organizing

- 2019 **Workshop Organizer** (with C. Rose, S. Clarke & S. Puntambekar). DiscourseDB: Applying Human Language Technologies to the Study of Classroom Discourse. Funded by the National Science Foundation Grant ACI-1443068. Carnegie Mellon University, Pittsburgh, PA.
- 2018 **Co-Organizer**, Talking Black Documentary Film Screening and Panel. University of Pittsburgh and Carnegie Mellon University, Pittsburgh, PA.
- 2014 **Co-Organizer**, Mini-conference on Dialogic Teaching. University of Pittsburgh, Pittsburgh, PA.
- 2013 – 2014 **Conference Organizing Committee** (with S. Kiesling, S. Goodwin, and B.

Johnstone). New Ways of Analyzing Variation Annual Conference (North American conference of sociolinguistics research). Carnegie Mellon University, Pittsburgh, PA.

2010 **Conference Co-Chair** (with A. Thein and sj Miller). National Council of Teachers of English Assembly on Research Annual Conference. University of Pittsburgh, Pittsburgh, PA.

Other National Professional Activities

2014 – 2017 **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

2020 – Present **Faculty Advisor**, Facilitating Opportunities for Refugee Growth and Empowerment (FORGE) (Undergraduate community engagement organization providing English language and literacy tutoring to immigrant and refugee families.)

2020 **Panel Member**, Chancellor's Scholars Panel, University Honors College.

2019 – 2020 **Chair, Graduate Committee**, Gender, Sexuality, and Women's Studies Program.

2011 – 2019 **Mentor**, First Experience in Research Students (first year undergraduates).

2017 – 2018 **Advisory Committee**, Humanities Center.

2014 **Moderator**, Gender, Sexuality, and Women's Studies "Race and Education" panel.

2009 – 2012 **Committee Member**, Provost's Advisory Committee on Instructional Excellence.

- 2010 **Co-Author**, “Report and Recommendations on Faculty Diversity Programs,” 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 **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 – Present **Committee Member**, Women’s Studies Program Steering Committee (and various subcommittees).

School of Education and Departmental Service

- 2019 – 2020 **Co-Chair**, Search Committee, Decoloniality and Equity in Teacher Education.
- 2017 – 2018 **Co-Chair**, Search Committee, Helen Faison Endowed Chair of Urban Education and Director of the Center for Urban Education.
- 2019-20 **Chair**, School of Education Tenure and Promotion Committee (**Committee Member**, 2014 – Present).
- 2015 – 2016 **Co-Chair**, School of Education PhD Committee (**Committee Member**, 2013-15).
- 2013 – 2015 **Committee Member**, School of Education EdD Committee.
- 2013 – 2014 **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**, School of Education 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).

FORMER DOCTORAL STUDENTS

- Dr. Christina Ashwin** (Instructor, Chatham University)
- Dr. Tabetha Bernstein-Danis** (Associate Professor, Kutztown University)
- Dr. Brian Carpenter** (Associate Professor, Indiana University of Pennsylvania)
- Dr. James Chisholm** (Associate Professor, University of Louisville)
- Dr. Sara DeMartino** (Research Associate & Fellow, Institute for Learning)
- Dr. Allison Escher** (Research Associate & Fellow, Institute for Learning)
- Dr. Angela Gaito-Lagnese** (Assistant Professor, Community College of Allegheny College)
- Dr. Diana Gomez** (Assistant Professor, Universidad de La Sabana, Bogota, Colombia)
- 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. Harison Mohd** (Professor, University Sains Islam, Malaysia)
- Dr. Kaylan Moore** (Senior Project Coordinator, Reach Every Reader, Harvard Graduate School of Education)
- Dr. Ginny Ramirez Del-Toro** (Instructor, North Carolina State University)

CURRENT DOCTORAL STUDENTS (with anticipated graduation date)

- | | |
|------------------------|-------------|
| Chris Olshefski | April 2021 |
| Meghan Dale | April 2021 |
| Arnold Bigger | August 2021 |
| Tianzhi Zhang* | August 2023 |
- (*recipient of School of Education Alumni Association Diversity Fellowship)

COURSES TAUGHT (* = courses 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

Reimagining the American High School (University of Pittsburgh Honors College)*
First Year Composition (CSU-Sacramento & UC – Berkeley)