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Assistant Professor, Language Culture and Society  
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### Areas of Research Specialization

Disability Studies in Education (DSE), multimodal literacies, and the design of supportive, inclusive learning contexts

### Educational History

- 1999 Ph.D. Literacy Studies, School of Education, University of Michigan  
Dissertation: "Do you think I'm proper?" A case study of educational exclusion and the social construction of ability, achievement, and identity.
- 1993 Ed.M. English Education, Department of Learning and Instruction, State University of New York at Buffalo  
Master's Thesis: Promoting literacy in adolescents and ESL adults through children's literature.
- 1990 B.A. English, Education minor, State University of New York at Buffalo, magna cum laude

### Professional Experience

- 2008-present Assistant Professor, College of Education, The Pennsylvania State University,  
2004-2008 Associate Professor, School of Education, University of San Diego  
1999-2004 Assistant Professor, School of Education, University of San Diego  
2004-2005 Professor-in-Residence, Cherokee Point Elementary School, San Diego Unified School District, San Diego, CA.  
2000-2004 Affiliated Faculty, Laboratory of Comparative Human Cognition (LCHC), Dr. Michael Cole, Director, University of California, San Diego, San Diego, CA  
1995-99 Research & Teaching Assistant, School of Education, University of Michigan  
1991-1995 English teacher & k-12 Literacy Specialist, Prince William County Schools, VA  
1990-91 Teacher of English as a Second Language, English Language Institute (ELI), State University of New York at Buffalo  
1990-1991 Teacher of English, The Learning Center, Niagara University

### Awards and Honors

- 2013 Nominated for Ed Fry book award, Literacy Research Association, *Ability profiling and school failure: One child's struggle to be seen as competent, second edition*.
- 2013 Outstanding Teaching Award, Awarded by the College of Education at Pennsylvania State University
- 2012 Ellen Brantlinger Junior Scholar Award for outstanding work within Disability Studies in Education, presented by the Disability Studies SIG of AERA
- 2005 University Professorship Award, University of San Diego  
In recognition of outstanding contributions to research and scholarship
- 2004 Distinguished Alumni Award, Graduate School of Education, Department of Learning and Instruction, State University of New York at Buffalo

- 2000 Honorable Mention, Diamond Outstanding Dissertation of the Year Award, University of Michigan
- 1999 Rackham Graduate School Dissertation Fellowship, University of Michigan
- 1998 John Warriner Scholarship for Research on Teaching and Learning, School of Education, University of Michigan
- 1997 Jean and Charles R. Walgreen, Jr. Award for Outstanding Student Research in Literacy, University of Michigan
- 1995-1998 School of Education Research Fellowship, University of Michigan

### Summary of External Funding

- 2005 *Completed* \$525,000 over three years combined award from The Lucille and Ronald Neeley Foundation and the Panta Rhea Foundation to support program of research and professional development, *Contexts of Promise: A Multiple Literacies Perspective on Supporting Students for Success*, at Cherokee Point Elementary School in San Diego, CA with co-lead investigator, Dr. Sally Yard (Professor, University of San Diego, Art History) *grant renewal from 2002 award*
- 2005 *Completed* \$5,000 from San Diego Revitalization (a division of Price Charities) to support professional development work and professor-in-residence position at Cherokee Point Elementary School.
- 2004 *Completed* \$50,000 from the National Endowment for the Arts to support *ArtsLearning*, a partnership with the Chula Vista Elementary School District, Chula Vista, CA.
- 2002 *Completed* \$525,000 over three years combined award from The Lucille and Ronald Neeley Foundation and the Panta Rhea Foundation to support research program, *Contexts of Promise: Teachers and Artists Collaborating to Support Student Success Through Integrated Arts Instruction* with co-lead investigator, Dr. Sally Yard (Professor, University of San Diego, Art History)

### Publications

#### Books

- Collins, K. M.** (in progress; publishing contract awarded 2-26-13). *Teaching for promise, not privilege*. Book manuscript in preparation for Teachers College Press series, *Disability, Culture, & Equity*, edited by Drs. Alfredo Artiles and Elizabeth Kozleski.
- Collins, K. M.** (2013). *Ability profiling and school failure: One child's struggle to be seen as competent, second edition*. New York, NY: Routledge.
- Collins, K. M.** (2003). *Ability profiling and school failure: One child's struggle to be seen as competent*. Mahwah, NJ: Lawrence Erlbaum Associates.

#### Edited Collections:

- Collins, J. & **Collins, K. M.** (Eds.). (1997), *Handbook of Strategic Writing Lessons*, Buffalo, NY: Graduate School of Education Publications, State University of New York at Buffalo.

#### Refereed Research Articles

- Collins, K. M.** (in progress). "Last night I hit a homerun!": A disability studies in education (DSE) analysis of children's resistance to deficit positionings in multimodal literacy contexts. Manuscript in preparation for the *Journal of Literacy Research*.

- Collins, K.M.**, Green, P., Nelson, S., Madahar, S. (accepted with revisions; revisions due 3-15-14). Cyber charter schools and students with dis/abilities: Rebooting the IDEA to address equity, access and compliance. *Equity and Excellence in Education*.
- Collins, K.M.** and Broderick, A. (2013). When the light turns blue: Journeying into disability studies guided by the work of Ellen Brantlinger. *International Journal of Inclusive Education*, 17:12, 1265-1277, DOI: 10.1080/13603116.2013.826291.
- Dutro, E. and **Collins, K.M.** (2011). A journey through nine decades of NCTE-published research in elementary literacy, *Research in the Teaching of English*, 46 (2), p. 141-161.
- Collins, K. M.** (2011). "My Mom says I'm really creative!": dis/Ability, positioning and resistance in multimodal instructional contexts. *Language Arts*, 88 (6), p. 409-418.
- Collins, K. M.** (2011). Discursive positioning in a fifth grade writing lesson: The making of a bad, bad boy. *Urban Education*, 46 (4), p. 741-785.
- Collins, K.M.** and Griess, C. (2011). It's all in the game: Designing and playing board games as a means to foster communication and social skills. *Young Children*, 66 (2) p. 12-19.
- Palincsar, A. S., Magnusson, S. J., **Collins, K. M.**, & Cutter, J. (2001). Making science accessible to all: Results of a design experiment in inclusive classrooms. *Learning Disabilities Quarterly*, 24 (1), p. 15-32.
- Palincsar, A. S., **Collins, K. M.**, Marano, N. L. and Magnusson, S. (2000). Investigating the engagement and learning of students with learning disabilities in guided inquiry science teaching. *Language, Speech, and Hearing Services in Schools*, 31, p. 240-251.
- Collins, K. M.**, MacLean, F., Palincsar, A. S., and Magnusson, S. (2000). Student discourse in an inquiry-based elementary science class. *ENC Focus: A Journal for Classroom Innovators*, 7 (1), p. 42-44.
- Moss, P., Schutz, A., & **Collins, K. M.** (1998). An integrative approach to portfolio evaluation for teacher licensure. *Journal for Personnel Evaluation in Education*, 12 (2), 139-161.
- Collins, K. M.** & Collins, J. L. (1996). Strategic instruction for struggling writers. *English Journal*, 85, 54-61.

#### **Non-refereed Journal Articles and Commentaries (Editorial Review)**

- Collins, K.M.** (2013). A disability studies response to JTE's themed issue on diversity and disability in teacher education. *Journal of Teacher Education*, 62(3), 283-287.
- Valente, J. and **Collins, K. M.** (2010). Straight up nonsense: Or, how to diss students with differences. *Teachers College Record*, September 20, 2010.  
<http://www.tcrecord.org/Content.asp?ContentId=16149>
- Collins, K. M.** and Valente, J. (2010). [Dis]abling the *Race to the Top*. *Teachers College Record*, June 17, 2010. <http://www.tcrecord.org/Content.asp?ContentId=16020>.

#### **Book Chapters**

- Collins, K.M.**<sup>1</sup> (accepted with revisions; revisions due 3-1-14). A disability studies in education (DSE) analysis of corporate based educational reform and the undermining of educational equity: New Orleans as a telling case. To appear in Connor, Valle and Hale (Eds.) *Practicing Disability Studies in Education, Acting Toward Social Change*

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<sup>1</sup> This book chapter underwent both editorial review and anonymous peer review.

- Collins, K. M.**, Palincsar, A. and Magnusson, S. (2004). Science for all: A discursive analysis examining teacher support of student thinking in inclusive classrooms. In R. Yerrick and W. M. Roth (Eds.) *Establishing Scientific Classroom Discourse Communities: Multiple Voices of Research on Teaching and Learning*. Lawrence Erlbaum Associates.
- Palincsar, A. and **Collins, K.M.** (2000). Learning Skills. In A. Kazdin (Ed.) *The Encyclopedia of Psychology, Vol. 5*. Washington, DC, US: American Psychological Association, pp. 30-33.
- Collins, K. M.** (1997). Reflections on strategic writing. In J. L. Collins & K. M. Collins (Eds.), *Handbook of Strategic Writing Lessons*, Buffalo, NY: Graduate School of Education Publications, State University of New York at Buffalo.

### **Invited Writing**

- Collins, K.M.** (2010). Understanding the contextualized nature of [dis]ability. Invited entry in LeadCast blog, sponsored by LeadScape, the Equity Alliance at Arizona State University, and the National Institute for Urban School Improvement.  
<http://www.niusileadscape.org/bl/?p=461#more-461>

### **Essay Book Reviews**

- Henrikksen, C. (2008). *Living away from blessings: School failure as lived experience*. Althouse Press, Ontario. Reviewed for *Teachers College Record*; review appeared online March 24, 2009.  
<http://www.tcrecord.org/content.asp?contentid=15600>

### **Published Professional Development Materials**

- Collins, J. L. & **Collins, K. M.** (1997). Professional Development Resource Package. Distributed with *Writing Strategies for Struggling Writers*, an international videoconference broadcast live on November 1, 1997. Urbana, IL: National Council of Teachers of English.

### **Research Presentations at Peer Reviewed Conferences**

#### ***International Conferences***

- Collins, K.M.** (2005). Social, educational and policy discourses and the positioning of teachers and students. Paper presented at the bi-annual meeting of the International Society for Cultural and Activity Research (ISCAR, formerly ISCRAT), September 2005, Sevilla, Spain.
- Collins, K.M.** (2005). Interrupting deficit discourses: A cross-case analysis of inclusive instructional contexts. Paper presented at the bi-annual meeting of the International Society for Cultural and Activity Research (ISCAR, formerly ISCRAT), September 2005, Sevilla, Spain.
- Collins, K.M.** (2005). "I've learned not to stereotype children": Exploring the potential of arts-based instructional contexts to support school achievement. Paper presented at the Third International Conference on Imagination and Education, July 2005, Vancouver, British Columbia.
- Collins, K.M.** (2002). "I was always a good learner." Narrative analysis and the decolonization of marginalized children. Paper presented at the International Conference for Sociocultural Research (ISCRAT), June 16-22<sup>nd</sup>, 2002 in Amsterdam, Netherlands.

- Collins, K.M.** (2002). Transformational Research as Mutual Exploitation: Re-considering “Who should eat the last piece of cake?” Paper presented at the International Conference for Sociocultural Research (ISCRAT), June 16-22<sup>nd</sup>, 2002 in Amsterdam, Netherlands.
- Collins, K.M.** (2002). Constructing an identity of inclusion or exclusion: A case study juxtaposing one student’s identity in diverse contexts. Paper presented at the International Conference for Sociocultural Research (ISCRAT), June 16-22<sup>nd</sup>, 2002 in Amsterdam, Netherlands.
- Collins, K. M.** (2000). “Do you think I’m proper?” A case study of educational exclusion and the social construction of ability, achievement, and identity. Paper presentation at the International Conference for Sociocultural Research, July 16-20<sup>th</sup>, 2000 in Campinas, Sao Paulo, Brazil.

### *National Conferences*

- Collins, K.M.** (2013, December). Narrative analysis and the depiction of “struggle” in literacy research: Stories of resistance and resilience. Paper presented at the Literacy Research Association annual conference Dallas, TX.
- Collins, K.M.,** Shannon, P. and Shannon, K. (2013, December). A reading camp, not a reading clinic: Creating safe spaces for students at RTI Tiers 2 and 3. Paper presented at the Literacy Research Association annual conference Dallas, TX.
- Collins, K. M.** and Dutro, E. (2013, April). Ugly laws, IEP’s and home environment reports: A critical analysis of discourses of difference and deficiency across nine decades of published classroom research in literacy. Paper presented at the American Educational Research Association (AERA) annual conference San Francisco, CA.
- \*Hults, A., **Collins K. M.,** Shannon, P. and Shannon, K. (2013, April). “It’s harder than it looks:” Reflections of preservice reading specialists and ESL specialists collaborating in a multimodal Reading Camp for K-8 students. Paper in presented at at the American Educational Research Association (AERA) annual conference San Francisco, CA.
- Collins, K.M.,** Shannon, P. Shannon, K. (2012, November). “Kids can! I can!” Reading specialist candidates reflect on how definitions of “literacy” and “disability” influence their work with “special” students. Paper presented at the Literacy Research Association annual conference San Diego, CA.
- Collins, K. M.,** Shannon, P. and Shannon, K. (2012, April). “Teach me, don’t label me”: Reading specialist candidates reflect on the discourses that shape their work with “special” students. Paper presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, British Columbia.
- Valente, J. and **Collins, K.M.** (2012, April). [Dis]ableing inclusion: Critical personal narratives of how inclusion can exclude. Roundtable discussion at the annual meeting of the American Educational Research Association (AERA), Vancouver, British Columbia.
- Dutro, E. and **Collins, K.M.** (2011, November). A journey through nine decades of NCTE-published research in elementary literacy. Invited paper presentation, National Council of Teachers of English, Chicago, IL.
- Collins, K.M.** (2011, November). Kids do the darnedest things: Dis/ability, resistance and the symbolic violence of the banking model of school literacy. Paper presented at the fall meeting of the National Council of Teachers of English, Chicago, IL.

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\* Graduate student coauthor.

- Collins, K. M.**, Shannon, P. and Shannon, K. (2011, April). Out of My Head: Teachers' reflections on making sense of Reading Camp. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Collins, K.M.**, Shannon, P. and Shannon, K. (2011, April). "I'm smarter here!" The use of multimodal literacies at a reading camp for "struggling students." Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Collins, K.M.** and Valente, J. (2011, April). [Dis]Ableing Education. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Collins, K.M.** (2010). [de]Constructing [dis]Ability: Exploring the role of multiple literacies in facilitating student engagement, participation and learning in inclusive classrooms. Paper presented at the annual meeting of the American Educational Research Association (AERA), Denver, CO.
- Collins, K.M.** (2009). "Last night I hit a home run": Social identity, resistance, and (re)positioning in multimodal instructional contexts. Paper presented at the National Reading Conference, Albuquerque, NM.
- Collins, K.M.** (2009). Beyond role-playing: The emotional affordances of multiple literacies. Paper presented at National Council of Teachers of English Conference, Philadelphia, PA.
- Collins, K. M.** (2008). A Dream Denied: The story of how one urban elementary school went from teaching children to "teaching to the test." Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.
- Collins, K.M.**, \*Murphy, B. and Showman, M. (2005). Exploring the potential of arts-based instructional contexts to support students' acquisition of disciplinary literacies. Paper presented at the National Reading Conference (NRC), Miami, FL.
- Collins, K.M.** (2005). Social Contexts of Literacy Learning: Making Writing Work for All Students. Paper presented at the National Council of Teachers of English (NCTE), Pittsburgh, PA.
- Collins, K. M.** and Yard, S. (2004). Contexts of Promise: Teachers and Artists Collaborating to Support Student Success Through Integrated Arts Instruction. Paper presented at the National Reading Conference (NRC), San Antonio, TX.
- Collins, K. M.**, Collins, J. and Dutro, E. (2004). Putting them in their places: Social, educational and policy discourses and the positioning of teachers and students. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Collins, K. M.** and Yard, S. (2003). Identifying and understanding features that support successful professional development partnerships in the integrated language arts. Paper presented at the National Council of Teachers of English (NCTE), San Francisco, CA.
- \*Rampino, K. and **Collins, K. M.** (2003). Arts, literacy, and standards: Designing lessons that support student learning in inclusive contexts. Paper presented at the National Council of Teachers of English (NCTE), San Francisco, CA.
- Dutro, E., **Collins, K. M.**, and Collins, J. (2002). Teachers' Responses to the Standards Movement: Perspectives from Literacy Practitioners in Three States. Paper presented at

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\* Graduate student coauthor.

the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

- Collins, K. M.** and \*Hennings, N. (2001). Multiple Literacies, Teaching Practices, and the Social Construction of Ability and Disability. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Baltimore, MD.
- Collins, K. M.** (2001). Literacy Standards, “Non-Standard” Learners, and the Social Construction of Ability and Disability. Paper presented at the National Reading Conference (NRC), San Antonio, TX.
- Collins, K. M.** (2001). Researching with conscience: Reflections on inquiry, subjectivity, and advocacy. Paper presented at the annual meeting of the American Educational Research Association (AERA), Seattle, WA.
- Collins, K. M.** (2000). Why is science like another language? Multiple Literacies and the Social Construction of Identity. Paper presented at the National Reading Conference (NRC), Scottsdale, Arizona.
- Herter, R., Clark, C., **Collins, K.M.** (1999). Teacher conversations: Enhancing teaching through reflective practices. Roundtable presentation at the National Council of Teachers of English (NCTE), Denver, CO.
- Marano, N., Palincsar, A., **Collins, K. M.** (1999). Collaborative use of case research to design supportive classroom instruction. Paper presented at the International Conference on Learning Disabilities (ICLD), Minneapolis, MN.
- Collins, K. M.** (1999). Understanding diverse approaches to classroom discourse. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Ontario, Canada.
- Palincsar, A. S., Magnusson, S., **Collins, K. M.**, Marano, N. L. (1999). Making rigorous curricula accessible to all students. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, CA.
- Palincsar, A. S., **Collins, K. M.**, Marano, N. L. (1998). Methodological choices in the design and conduct of case-based research. Paper presented at the National Reading Conference (NRC), Austin, TX.
- Collins, K. M.** (1998). The case of Robert: Influences of one students’ ability to negotiate verbal, print, and scientific discourses on the construction of shared knowledge in guided inquiry science. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Nashville, TN.
- Collins, K. M.** (1998). How disciplinary perspectives influence our understandings of phenomena. Panel discussion with F. Erickson, D. Hicks, J. McPhail, and A. S. Palincsar at the Office of Special Education Programs (OSEP) Research Project Directors’ Conference, Washington, D.C..
- Collins, K. M.**, Palincsar, A. S., & Magnusson, S. (1998). Metaphor, mediation, and meaning: Dialectical knowledge construction in guided inquiry science. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Collins, K. M.** (1997). Talking about light: The construction of a shared discourse by first grade students in guided inquiry science. Paper presented at the National Reading Conference (NRC), Scottsdale, Arizona.

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\* Graduate student coauthor.

- Collins, K. M.** (1997). The light goes walking: Children's ways of making meaning in guided inquiry science and language arts. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Detroit, MI.
- Collins, J. L. & **Collins, K. M.** (1997). Writing Strategies for Struggling Writers. An international videoconference, November 1, 1997. Urbana, IL: National Council of Teachers of English.
- Moss, P., Schutz, A., & **Collins, K. M.** (1997). Overview of the validity research agenda and preliminary results from studies of reader processes. Paper presented at the annual meeting of the American Education Research Association (AERA), Chicago, IL.
- Moss, P., Brown, N., **Collins, K. M.**, Ford, D., Dutro, E., Glazer, J., Jessup, P., Marano, N., Schutz, A., Willard, M. (1997). An introductory course in the philosophy of social science at the University of Michigan. Paper presented at the annual meeting of the American Education Research Association (AERA), Chicago, IL.
- Collins, J. L. & **Collins, K. M.** (1996). Learning strategies for struggling writers. Day-long professional development workshop for teachers conducted at the annual meeting of the National Council of Teachers of English (NCTE), Chicago, IL.
- Collins, K. M.**, Young, S., Herter, R., Clark, C. Moss, P., & Chow-Hoy, T. (1996). Dialogue and dissensus: Teachers and researchers in collaboration. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Chicago, IL.
- Collins, K. M.** (1996). Classroom discourse within community based organizations and the construction of self. Paper presented at the annual Ethnography and Education Conference, Philadelphia, PA.
- Collins, K. M.** (1994). When process writing fails: Strategy-based instruction for nonmainstream writers. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Orlando, FL.

#### *State and Local Meetings*

- \*Hults, A., **Collins, K. M.**, Shannon, K., Shannon, P. (2013, October). "I know what she can do now:" Supporting diverse literacies in the era of the Common Core State Standards. Paper presentation at Pennsylvania Council of Teachers of English Language Arts (PCTELA).
- Shannon, K., Shannon, P. \*Hults, A. and **Collins, K.** (2012). We're all in this together: Conversations surrounding "struggling readers" in a summer reading camp. Research panel presentation at Penn State Lehigh Valley's Diverse Literacies Conference.
- Collins, K. M.** (2000). Features of conversation that support language and literacy development. Presentation at the *Language Literacy Link Conference*, May 13, 2000, University of San Diego, San Diego, CA.
- Collins, K. M.**, Brooks, J., Dmochowski, M., Harless, A., Honegger, T., Latino, L., Meza-Miller, L., Tergen, T., Woolard, M. (2000). Exploring the implications of literacy theories for understanding literacy learning and teaching. Interactive poster session at the *Language Literacy Link Conference*, May 13, 2000, University of San Diego, San Diego, CA.
- Collins, K. M.** (2000). Writer's workshop in secondary classrooms: A strategic approach. Presentation to Poway secondary English teachers, March 22, 2000, Poway, CA.

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\* Graduate student coauthor.



- Collins, K. M. & Collins, J. L.** (1996). The co-construction of identity: Teacher/student discourse in the writing workshop. Paper presented at the annual meeting of the Michigan Council of Teachers of English (MCTE), Lansing, MI.
- Collins, K. M.** (1993). Children's literature and adolescent students. Paper presented at the annual meeting of the Virginia Association of Teachers of English (VATE), Manassas, VA.
- Collins, K.M.** (1993). Teaming across grade levels. Paper presented at the annual in-service meeting of Prince William County Teachers, Manassas, VA.

*Invited Talks (selected)*

- Collins, K.M.** (2010). Transforming practice through teacher research. Invited session at the American Educational Research Association's Teacher as Researcher SIG business meeting; with Elizabeth Dutro and Kristien Zenkov.
- Collins, K.M.** (2009). Why writing improves reading comprehension and learning. Invited discussant at a panel presentation at the National Reading Conference featuring Fenice Boyd, James L. Collins and Diane Phelps.
- Collins, K.M.** (2009). Online literacy practices. Invited discussant at a panel presentation at the National Reading Conference featuring David Barton, Richard Beach, and Stephanie Anne Schmier.
- Collins, K.M.** (2006). Multiple literacies and the design of supportive learning contexts: Addressing cognitive, linguistic and cultural diversity. Paper presented at the Area 3 Principals Meeting, San Diego Unified School District.
- Collins, K.M.** (2006). Multiple literacies and classroom management. Presentation at the annual Character Education Conference, University of San Diego.
- Collins, K.M.** (2006). Contexts of promise: Examining the role of multiple literacies in inclusive instructional contexts. Paper presented at the State University of New York, Binghamton.
- Collins, K. M.** (2002). Affordances and constraints of narrative approaches to educational research. Invited research (satellite videoconference) presentation, Vanderbilt University, February 19, 2002.
- Collins, K.M.** (2004). "No one can make you feel inferior without your consent:" Positioning, systems of power, and the responsibilities of literacy educators. Invited talk given at the SUNY Buffalo Graduate Student Association Award banquet, April 30, 2004 in acceptance of the Distinguished Alumni Award.
- Collins, J. L. & Collins, K. M.** (1997). Writing strategies for struggling writers. International satellite videoconference broadcast live on November 1, 1997. Urbana, IL: National Council of Teachers of English.

***Research Reports to Sponsors***

- Collins, K.M.** (2008). "My mom says I'm really creative!" Case studies exploring the experiences of previously marginalized students in CoTA instructional contexts. Report prepared for Collaborations: Teachers and Artists (CoTA), The Lucille and Ronald Neeley Foundation and the Panta Rhea Foundation.
- Collins, K.M.** (2005). Contexts of Promise Activity Report. Report prepared for Collaborations: Teachers and Artists (CoTA), The Lucille and Ronald Neeley Foundation and the Panta Rhea Foundation.
- Collins, K. M.** (1997). Situated knowledge and negotiated meaning: A story of collaborative inquiry among teachers and researchers. Report prepared for Mott foundation. Pamela Moss primary investigator.
- Collins, K. M., Moss, P. & Schutz, A.** (1997). INTASC Candidate interviews: Final summary report. Report prepared for Interstate New Teacher Assessment Consortium (INTASC). Pamela Moss primary investigator.

***Newspaper and Magazine Publications***

- Collins, K.M. & Valente, J.M.** (2010, September 15). Ridiculing 'Edu-Babble' Ignores Study's Content. *Education Week*, 30(3), 31.

**Service****National****Editorial Review Boards**

- 2010 - present *Reading and Writing Quarterly*  
 2008 - present *Language Arts*  
 2001 - 2004 *California Reader*

**Offices and Committees**

- 2013 - present Secretary & Treasurer, Disability Studies in Education (DSE) special interest group (SIG) within the American Educational Research Association (AERA) *elected by SIG members*
- 2013-present Member, Henry Trueba Memorial Award Committee, Division G Social Contexts of Education, within the American Educational Research (AERA)
- 2000-2004 Co-Vice-Chair, Narrative Research, a special interest group (SIG) within the American Educational Research Association (AERA) *elected by SIG members*
- 2003-2005 Committee Member, Ed Fry Book Award, Literacy Research Association (LRA) formerly known as the National Reading Conference (NRC) *invited by Chair*

**Manuscript reviewing**

- 2012 - present *Reading and Writing Quarterly*  
 2011 - present *Journal of Teacher Education*  
 2011 - present *American Educational Research Journal; Teaching, Learning, and Human Development*  
 1999 - present *Research in the Teaching of English*  
 2010 - present *Journal of African American Males in Education*  
 2006 - present *Cognition and Instruction*, 2006-present  
 2005 - present *Urban Education*

Routledge (formerly Lawrence Erlbaum), Reviewer for Book Proposals and Book Manuscripts, 2003-present  
 Teachers College Press, Reviewer for Book Proposals and Book Manuscripts, 2008-present  
 1999-present, Proposal Reviewer, annual meeting of American Educational Research Association (Division G, DSE SIG and Narrative SIG)

### **Selected University Service, The Pennsylvania State University**

July 2010 – present, Program Co-Coordinator, Middle Level Teacher Education Program (4-8)  
 2011-present, Co-Director, Penn State’s Center for Disability Studies  
 September 2011-June 2012, Co-Chair, Theme Subcommittee for the College of Education’s Diversity and Community Enhancement Committee, *Disability as Diversity*  
 2010 – 2011, Language and Literacy Education (LLED) Elementary Block Leader  
 2009 – September 2011, Member, College of Education’s Diversity and Community Enhancement Committee

### **Selected University Service, University of San Diego**

2007-2008, Member, Action Research Conference Planning Committee  
 2006-2008, Member, University-wide Tenure/Reappointment Appeals Committee  
 2004-2007, Program Coordinator, Literacy, Language and Culture Masters Program  
 2005-2006, Co-Chair, Associate Dean Search Committee, School of Leadership and Education Sciences  
 2003-2005, Non-Tenured Faculty Representative, Appointment/Reappointment/Tenure (ART) Review Committee (also served 2001-2002)  
 2002-2005, Member, Doctoral Governance Committee  
 2002-2005, Chair, Policy and Procedures committee (subcommittee of Doctoral Governance Committee)  
 2001-2002, Member, Dissertation Procedures Ad Hoc Committee  
 2001-2002, Alternate, University Human Subjects Committee  
 2001- 2002, Chair, Learning and Teaching Faculty Search (literacy)  
 2000-2001, Member-at-Large, Marriage and Family Therapy Program Faculty Search Committee  
 1999-2006, Board Member and School of Leadership and Education Sciences Representative, Center for Families of Children with Special Needs (Dr. Moises Baron, Director)  
 1999-2005, Member, Joint Doctoral Program Planning Committee  
 1999-2003, Member, Joint Doctoral Program Admissions and Recruitment Committee  
 1999-2003, Member, Literacy Concentration Committee for the Joint Doctoral Program  
 1999-2001, Member, Admissions Committee, Masters and Credential Programs  
 1999-2001, Alternate, School of Leadership and Education Sciences representative to the University senate  
 1999-2001, Member, University Commencement Committee  
 1999-2000, Member, Masters Program Reconceptualization Committee  
 1999-2000, Member, Research Committee for the Joint Doctoral Program

### **Community Service**

2011 – present, classroom volunteer, State College Area School District  
 2011 volunteer T-ball coach, Bellefonte YMCA  
 2009-2013, Member, MultiRacial, MultiCline Family Resource Community, State College, PA  
 Community activist/support group for diverse families.  
 2000-2005, Member, *Ocean Beach Town Council*  
 1999-2003, Volunteer, *Adaptive Equestrian Riding for Therapy (AeRT)*  
<http://www.angelfire.com/ca3/aert/aboutus.html>

Facilitated therapeutic riding for children with physical, emotional, or cognitive disabilities, survivors of domestic abuse and sexual assault, and their families.

1999-2001, Advisory Board Member, *Language Literacy Link*

Served on advisory board and helped organize annual conference for *Language Literacy Link (LLL)*, a San Diego based off-shoot of the Dyslexia Foundation. The group's mission is to promote emergent and early literacy from birth to age 5 through working with families and early childhood teachers.

2001-2004, Consultant/Volunteer, *Comm2101*

Assisted group of artists and activists in developing community-based arts and literacy programs in low-income areas of San Diego, Chula Vista, and the border region.

### **Memberships in Professional Organizations**

1996-present American Education Research Association (AERA)

1996-present Literacy Research Association (LRA; formerly known as National Reading Conference, NRC)

1992-present National Council of Teachers of English (NCTE)

1996-2000 Council for Exceptional Children (CEC)

1996-2001 Council for Learning Disabilities (CLD)

1994-2012 International Reading Association (IRA)

### **University Courses Developed and Taught at Pennsylvania State University:**

#### *Credential courses:*

LLED 401, PK-4 Language Arts in Elementary Schools (Writing Emphasis)

LLED 400, 4-8 Language Arts at the Middle Level (Reading Emphasis)\*

LLED 401, 4-8 Language Arts at the Middle Level (Writing Emphasis)\*

LLED 450 Reading in the Content Areas (4-8)\*

#### *Undergraduate courses:*

CI 497C Classroom Talk\*

#### *Doctoral courses:*

CI 502 Introduction to Qualitative Research Methods

CI 597C Dis/ability Studies and New Literacies: Exploring Implications for Educational Equity\*

CI597C Narrative Inquiry as Decolonizing Methodology: Contributions, Controversies, Concerns\*

### **University Courses Developed and Taught at the University of San Diego:**

#### *Masters courses:*

EDUC 500 Research Methods

EDUC 505 Discourse, Schooling, and Learning Communities

EDUC 515 Advanced Theories of Literacy

EDUC 516 Innovations in Literacy Instruction: A Strategic Approach\*

EDUC 517 Multiple Literacies\*

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\* Indicates course that I created.

*Doctoral courses:*

EDUC 650 Dissertation Proposal Development Seminar  
 EDUC 658 Narrative Approaches to Literacy Research\*  
 EDLD 653 Emerging Issues in Literacy Research: Ethnographic Approaches  
 EDUC 851 Communication and Cognition\* *with Drs. Flood and Lapp, SDSU*

*Credential courses (Graduate and Undergraduate):*

EDUC 383/583 Methods of Teaching Literacy (Elementary)  
 EDUC 384/584 Literacy Across the Content Areas (Secondary)

**University Courses Developed and Taught at the University of Michigan:**

ED 402 Reading and Writing in the Content Areas (Secondary)

**Masters Thesis Committees - University of San Diego:**

Amy Stiles-Hodel. (2002). Teachers who use a multiple literacies approach: Analyzing motivating factors and belief systems. *chair*

Julie Judd. (2002). The standards, multiple literacies and emergent literacy. *chair*

**Masters Thesis Committees - University of Canterbury New Zealand:**

Rosemary Adams. (2005). Constructing meaning from mentoring: The experiences of mentors and mentees. *Outside examiner.*

**Masters Papers - Pennsylvania State University**

Ashley Hinkle .(2011). Magic words: A multiple literacies approach to supporting urban minority children's identities. *chair*

Erica Fleming. (2012). Special education and the current positioning of teachers in classroom contexts. *chair*

**Doctoral Dissertation Committees - University of San Diego:**

Helen Eckmann. (2003). You are with someone who is a fighter: Constructing a model of transformation which can occur in surviving breast cancer. *chair*

Charles (Rod) Girvin. (2001). The role of a middle school assistant principal in establishing and maintaining a positive school climate. *member*

David Herrera. (2004). Finding meaning by participating in decisions affecting us, our work and our lives: Lessons learned at Mondragon. *member*

Mary Ann Kaczmariski. (2002). Heritage College: Partnership leadership as catalyst to a multicultural learning community. *member*

Cynthia McDaniel. (2004). "Getting along in the world:" Exploring future teachers' responses to children's literature through a framework of critical literacy. *member*

Gregory Ponce. (2001). A case study of shared governance at Imperial Valley College. *member*

Susan Smith. (2001). A cross-case study of teachers perceptions of program design and teaching efficacy: The Seaview Reading Support Program. *member*

Rebecca Woolston. (2001). Faculty perceptions of dean transitions: Does trust matter? *member*

**Doctoral Dissertation Committees - The Pennsylvania State University:**

*Completed:*

- Omar Easy. (2012), A legal and critical discourse analysis on the inferiority and exploitation of student athletes. *member*
- Carolyn Griess. (2012), Educating early educators: Voices of early childhood educators participating in formal education as part of a state-wide quality improvement rating system. *co-chair*
- Mike Hannon. (2013). Capital, connections, and community: An analysis of the narratives of African-American fathers of children with autism spectrum disorders. *member*
- Lisa Cone Hernbloom, (2013), Negotiating *Race to the Top*: An intervention teacher's story. *chair*

*In-Progress:*

- Sarah Fischer, *member*
- Alaska Hults, *in progress, chair*
- Sidney Jin, *in progress, member*
- Tracy Kao, *in progress, member*
- Michelle Knotts *in progress, chair*
- Trung Nguyen, *in progress, chair*
- Cubbie Storm, *in progress, chair*

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