

# Mitzi Lewison

School of Education, Indiana University  
Wright Education Building, E3024  
Bloomington, IN 47405  
Phone: (812) 856-8269 Fax: (812) 856-8287

## Home:

2812 St. Remy Circle  
Bloomington, IN 47401  
Phone/Fax: (812) 330-1021  
E-mail: lewison@indiana.edu

## Academic Degrees

- Ph.D. University of Southern California, 1994, Curriculum and Teaching--Language, Literacy, and Learning
- M. A. California State University, Los Angeles, 1984, Educational Administration
- M. S. University of Southern California, 1975, Counselor Education
- B. A. University of Southern California, 1970, Urban Studies

## Professional Experience

### *Indiana University*

**Assistant Professor of Literacy, Culture, & Language Education** 1996-2002  
**Associate Professor of Literacy, Culture, & Language Education** 2002-2009  
**Professor of Literacy, Culture, & Language Education** 2009-Present

Research: Power relationships in school-university partnerships; the problems and benefits of using reflective journals with preservice and inservice teachers; alternative models for professional development and teacher education; discourse genres in teacher study groups; critical literacy in elementary and middle school classrooms, research methods for studying critical practices; discourse practices in students' small group work, using children's literature to teach for social justice.

Teaching: Language Arts Methods for the Elementary School, Children's Literature, Advanced Study of the Teaching of Writing (online), Best Practices in Language Arts for Middle/High School Teachers, Literacy and Social Justice, Teacher Research and Inquiry, Inquiry and Community Action, Issues in Language Education, Doctoral Seminar in Critical Literacy.

**Project Director (PI)** 2011-2014

*Indiana University/Kabul Education University—M.Ed. TESOL Project*

-Project Director of a cooperative agreement with the U.S. Department of State's Public Affairs Section of the U.S. Embassy in Kabul that ran through the *Center for International Education, Development, and Research*. The project was a university-to-university partnership assisting Kabul Education University to develop a high quality, practice-based, sustainable Master of Education degree program meeting international standards in Teaching English to Speakers of Other Languages. This project trained Afghan master's faculty by having them initially co-teach with an IU instructor and provides an in-country graduate program for Afghans seeking advanced study in teaching English.

**English Director** 2006-2012

*Afghanistan Higher Education Project—IU and 16 Afghanistan Universities*

Director of the English component of two USAID grants in Afghanistan that ran through the *Center for Social Studies and International Education*. One focused on

## Professional Experience

the English component of a project designed to help rebuild teacher education programs at 16 Afghan Universities. This project included bringing twelve Afghans to IU who received master's degrees, supervising English placement testing of 450 university faculty members, coordinating semester-long intensive English classes for Afghan faculty. The second project focused on creating and implementing English programs for students and faculty at the Kabul Medical University and regional medical schools around the country.

### Language Arts Director 1991-1996

*Galaxy Institute for Education, El Segundo, California*

Developed, implemented, and evaluated the educational philosophy, curriculum, and professional development programs for the Galaxy Institute for Education, a public benefit corporation. The *Galaxy Classroom* program used children's television and a telecommunications network to connect students and teachers in 400 schools in the United States, Mexico, and Canada.

### Montebello Unified School District 1971-1991

*Montebello, CA*

- District Consultant: Reading/Language Arts, Staff & Curriculum Development (grades K-12; 27 schools)
- Assistant Principal of Instruction, Middle School (grades 5-8)
- Professional Development Service-Language Arts Staff & Curriculum Development (grades K-8)
- Language Arts/Social Studies Teacher (grade 6); Assistant to the Instructional Division, Staff and Curriculum Development (grades K-4)
- Reading and Language Specialist (grades K-4)
- Bilingual Teacher--six years (grades K-4)

## Research

### Research Publications

\* = refereed      Δ = invited

#### Books:

- \* Lewison, M., Leland, C. & Harste, J. C. (2015). *Creating critical classrooms: Reading and writing with an edge* (Second Edition). NY: Routledge. (One of Routledge Publisher's six best-selling book at the *National Council of Teachers Conference* & the *Literacy Research Association Conference*).
- \* Leland, C., Lewison, M., & Harste, J. C. (2013). *Teaching children's literature: It's critical!* NY: Routledge (This book is also listed in teaching since about ½ of the book research and ½ teaching).
- Lewison, M., Leland, C. & Harste, J. C. (2008). *Creating critical classrooms: K-8 reading and writing with an edge*. NJ: Lawrence Erlbaum Associates.

## Research

### Journal Articles, Book Chapters, and Evaluation Reports:

- Lewison, M. & Benitez, A. (2014). *Final Report, Indiana University and Kabul Education University M.Ed. TESOL Project* (Report No. SAF-200-11-CA-017). Location: Public Affairs Section, Office of English Language Programs, U.S. Embassy, Kabul.
- \* Laman, T. T. & Lewison, M. (2010). The discursive production of homelessness: Teachers' constructions, deconstructions, and reconstructions. In L. B. Jennings, P. C. Jewett, T. T. Laman, M. Souto-Manning, & J. L. Wilson (Eds), *Sites of possibilities: Critical dialogue across educational contexts*. Cresskill, NJ: Hampton Press, 97-119.
- \* Heffernan, L. & Lewison, M. (2009). Keep your eyes on the prize: Critical stance in the middle school classroom, *Voices from the Middle* (17), 19-27.
- \* Lewison, M. & Heffernan, L. (2008). Rewriting writer's workshop: Creating safe spaces for disruptive stories. *Research in the Teaching of English*, 42(4), 435-465.
- \* Lewison, M., Graves, I., & Sanchez, L. (2006). *Enhancing mathematical discourse in elementary classrooms*. Proceedings of the 7<sup>th</sup> International Conference of the Learning Sciences, Bloomington, IN. 954-955.
- \* Van Sluys, K., Lewison, M., & Flint, A. S. (2006). Researching critical literacy: A critical study of analysis of classroom discourse. *Journal of Literacy Research*, 38, 197-233.
- \* Heffernan, L., & Lewison, M. (2005). What's lunch got to do with it? Critical literacy and the discourse of the lunchroom. *Language Arts*, 83, 107-117.
- \* Van Sluys, K., Laman, T. T., Legan, N., & Lewison, M., (2005). Critical literacy and preservice teachers: What it might mean to read. *Journal of Reading Education*, 31, 13-22.
- Δ Heffernan, L. & Lewison, M. (2004). Reprint of 2000 article: Making real world issues our business: Critical literacy in a third-grade classroom. In V. Vasquez, K. A. Agawam, J. C. Harste, & R. D. Thompson (Eds.), *Literacy as Social Practice, Primary Voices K-6*. Urbana IL: National Council of Teachers of English. The article was reprinted in section entitled: Practices that support transformation.
- Δ Lewison, M. (2003). Teacher Inquiry. In E. P. St. John, S. A. Lecher, & J. S. Bardzell (Eds.), *Improving early reading and literacy in grades 1-5: A resource guide for programs that work*. Thousand Oaks, CA: Corwin Press, Inc. (100-105)
- \* Heffernan, L. & Lewison, M. (2003). Social narrative writing: (Re)Constructing kid culture in the writer's workshop. *Language Arts*, 80(6) 435-443.
- Δ Lewison, M. & Leland, C. (2002). Critical Literacy. In B. J. Guzzetti (Ed.), *Literacy in American: An encyclopedia of history, theory, and practice*. Santa Barbara: ABC-CLIO.

## Research

- \* Lewison, M., Leland, C., Flint, A. S., & Möller, K. J. (2002). Dangerous Discourses: Controversial Books to Support Engagement, Diversity, and Democracy. *The New Advocate*, 15(3) 215-226.
- \* Lewison, Flint, A. S., & Van Sluys, K. (2002). Taking on critical literacy: The journey of newcomers and novices. *Language Arts*, 79(5), 382-392.
- Δ Indiana Study Group. (2001). A critical commentary. In J. Cumming & C. M. Wyatt-Smith (Eds.), *Literacy and the curriculum: Success in Senior Secondary School*. Melbourne, Australia: The Australian Council for Educational Research Ltd. *This chapter is the result of an in-depth meta-analysis of 14 research papers that were written by leading international literacy scholars as part of an Australian National Study to assess the literacy curriculum for grades 11 and 12.* [Indiana Study Group members who authored this project (alphabetical order): Cynthia Brabson, Beth Berghoff, Pat Teft Cousin, Jerome Harste, Christine Leland, and Mitzi Lewison.]
- \* Lewison, M., Leland, C., & Harste, J. (2000). "Not in my classroom!" The case for using multi-view social issues books with children. *The Australian Journal of Language and Literacy*, 23 (1), 8-20 (lead article).
- \* Leland, C., Harste, J. C., Ociepka, A., Lewison, M., & Vasquez, V. (2000). Reprint of 1999 article: Exploring critical literacy: You can hear a pin drop. In Kathy Egawa (Ed.), *Trends and issues in the elementary language arts*. Urbana IL: National Council of Teachers of English, 213-218. (This publication consists of 14 articles/chapters chosen from NCTE's 14 journals and 25 books published in 1999.)
- \* Heffernan, L. & Lewison, M. (2000) Making real world issues our business: Critical literacy in a third-grade classroom. *Primary Voices*, 9 (2), 15-21. This publication appeared in:
- \* Indiana Study Group. (2000). Making curriculum critical (Themed issue of *Primary Voices*). Urbana, IL: National Council of Teachers of English. [Indiana Study Group members who worked on this project (alphabetical order): Beth Berghoff, Jerome Harste, Amy Seely Flint, Christine Leland, Mitzi Lewison]
- \* Lewison, M. with Holliday, S. (1999). Investigating a school-university partnership through the lenses of relationship, self-determination, reciprocal influence, and expanding power. In D. Byrd and D. J. McIntyre (Eds.) *Research on professional development schools: Teacher education yearbook VII*, (79-96), Thousand Oaks, CA: Corwin Press, Inc.
- \* Leland, C., Harste, J. C., Ociepka, A., Lewison, M., & Vasquez, V. (1999). Exploring critical literacy: You can hear a pin drop. *Language Arts*, 77 (1) 70-77.
- Δ Lewison, M. (1999). Teacher inquiry, a review of the research base. In *Improving early literacy: Designing research-based interventions*. Bloomington, IN: The Indiana Policy Center.

## Research

- \* Lewison, M. (1999). Why do we find writing so hard? Using journals to inquire into our teaching. *The Reading Teacher*, 52 (5), 522-526.
- \* Lewison, M. (1997). Writing became a chore like the laundry: The problems and potential of using journals to encourage a reflective approach to teaching. *The Professional Educator*, 19, (2), 13-31.
- \* Lewison, M. & Holliday, S. (1997). Control, trust, and rethinking traditional roles: Critical elements in creating a mutually beneficial university-school-partnership. *Teacher Education Quarterly*, 24, (1), 105-126.
- △ Lewison, M. (1995). Taking the lead from teachers: Seeking a new model of staff development. In J. Lemlech (Ed.), *Teachers and principals at work: Becoming a professional leader*, (76-113). New York, NY: Scholastic.

## Research Grants

**Research on Learning Environments (ROLE)** 2005-2008  
National Science Foundation (\$824,214)  
*Multi-level assessment for enhancing mathematical discourse, curriculum, and achievement in diverse elementary school classrooms—EMAP*

This grant supports research that investigates formative feedback to enhance fifth grade students' mathematical discourse and understanding. With NCLB demands for continual gains in mathematics achievement for all students, this project is an alternative to traditional test-prep programs that yield small-but-significant test gains while undermining most other objectives. The goals of the project are to refine students' mathematical discourse while increasing criterion-referenced ("distal") and norm-referenced ("remote") achievement. It also refines a multi-level model of assessment and new models of design research. Author: Dan Hickey. Co-PIs: Hickey, D. T., Mewborn, D. S., Lewison, M. A., & Gresalfi, M.

**Maris M. And Mary Higgins Proffitt Endowment Grant** 2002-2005  
School of Education, IU (\$40,000)  
*Disrupting the Commonplace: Elementary Teachers Researching Critical Literacy*  
This grant supports research that investigates what happens when teachers familiar with implementing a critical literacy curriculum based on social issues books expand their curriculum to include children's life worlds, every day texts, and critical language study. The study also seeks to investigate the feasibility and support necessary for a group of teachers conduct classroom research and write on issues regarding critical literacy and social justice. Fifteen teachers and their students will participate in this investigation which included regular classroom observations of critical practices, teacher and student interviews, and a series of Saturday and summer workshops over a two-year period. Co-PIs: Mitzi Lewison & Amy Seely Flint

**The Fund for the Advancement of Peace and Education: Creative Paths to Peace** 2002-2003  
School of Education, Indiana University (\$25,000)  
This grant supports connecting ethnically and culturally diverse groups of teachers and students as they investigate issues of peace and cross-cultural communication. Project activities include teachers' study groups comprised of teachers whose

## Research

classrooms are in diverse geographic settings (rural, suburban rural) and partner classroom projects between groups of students from different cultural backgrounds. The grant also supports a *Promoting Peace Education* conference, a number of different publications for teachers, and research on the efficacy of the project's ability to promote cross-cultural communication. Co-PIs: Mitzi Lewison & Christine Leland.

**Maris M. and Mary Higgins Proffitt Endowment Grant** 2000-2001  
School of Education, Indiana University (\$15,000)  
*Critical Literacy in Elementary Classrooms*  
Grant supports research that investigates the problems and potential of elementary teachers enacting a critical literacy curriculum. The study seeks to find what support is most effective for teacher growth and how critical literature discussions differ from traditional literature circles. Twenty local teachers and their students participated in this investigation which included regular classroom observations of critical practices, teacher study group meetings, and Saturday workshops.  
Co-PIs: Mitzi Lewison and Amy Seely Flint

**Educate Indiana, Preservice Education Grant** 2000-2002  
Indiana Department of Education (\$77,000)  
*Partners in Practice*  
Grant supports action research investigation of: the participation of 150 IU undergraduates and 43 Bloomington teachers collaborating on preservice methods courses taught at PDS sites, monthly teacher study groups, IU Reading Minor Students participating in study group sessions led by a local teacher, and critical literacy workshops. Co-PIs: Mitzi Lewison & Amy Seely Flint, in collaboration with Teachers & Administrators from Monroe County Community Schools Corporation.

**Educate Indiana, Preservice Education Grant** 1999-2000  
Indiana Department of Education (\$25,000)  
*Partners in Practice: Expanding the Literacy Network*  
Grants supports research on student publishing centers at four elementary schools, IU undergraduates and local teachers conducting field research projects, local teachers mentoring IU undergraduates, and implementing a critical literacy curriculum in three elementary schools. Co-PIs: Mitzi Lewison & Amy Seely Flint, in collaboration with Teachers & Administrators from Monroe County Community Schools Corporation.

**Educate Indiana, Preservice Education Grant** 1998-1999  
Indiana Department of Education (\$30,000)  
*Partners in Practice: Collaboration for Reflection, Inquiry, and Action*  
Supports research that documents the establishment of a partnership between two IU faculty members and the teachers and principals of four local elementary schools. Activities include: a variety of opportunities for IU undergraduates to work with local elementary teachers and students; a series a workshops and study groups for local elementary teachers and administrators; opportunities for teachers and professors to present classroom and site-based research at state and national conferences; and the establishment of student publishing centers at four elementary schools. Co-PIs: Mitzi Lewison & Amy Seely Flint, in collaboration with Teachers & Administrators from Monroe County Community Schools Corporation.

## Research

### Inquiry Grant

1997-1999

Research Institute on Teacher Education, Indiana University (\$10,000)

*Writing Across the Community: Reflection, Inquiry, and Action*

IU preservice teachers and teachers at a local elementary school conduct parallel classroom inquiries into children's development as writers and teaching writing at the primary level. There are numerous opportunities for undergraduates to interact regularly with elementary students and their teachers. The grant includes funding for research that investigates what happens when preservice and inservice teachers work together. PI: Mitzi Lewison

### Research Papers and Presentations

\* = refereed       $\Delta$  = invited

2016  $\Delta$  Lewison, M. (2016, May). *Positioning discourse within cultural flows, geographies, & materials*. Working Paper presented at the Working Conference on Discourse Analysis in Education, The Ohio State University, Columbus, OH.

\* Lewison, M., Heffernan, L., Al Bulushi, Z. & Park, H. (December, 2016). *Responding to photography in TIME for Kids with activist art*. Paper presented at the Literacy Research Association Conference, Nashville, TN.

2015 \* Lewison, M. (July, 2015). *Multiple perspectives on critical literacy instruction: Questioning Structural Inequities*. Paper presented at 19<sup>th</sup> European Conference on Literacy, Klagenfurt, Austria.

\* Lewison, M., Heffernan, L., Park, H., & Al Bulushi, Z. (December, 2015). *TIME for Kids: Whose news? Reader discretion advised*. Paper presented at the Literacy Research Association Conference, Carlsbad, CA.

2014 \* Lewison, M., Panos, A., & Pinkston, J. (December, 2014). *Multiple perspectives on critical literacy instruction: What's on teachers' minds?* Paper presented at the Literacy Research Association Conference, Marco Island, FL.

$\Delta$  Lewison, M. (August, 2014). *Critical Literacy Research Workshop*. Presented at The Project School, Bloomington, IN.

2012 \* Lewison, M. & Heffernan, L. (November, 2012). *Four-dimensional podcasting for critical readers and writers*. Paper presented at the National Council of Teachers of English Annual Convention, Las Vegas, NV.

\* Lewison, M. & Heffernan, L. (November, 2012). *Critical cosmopolitanism in 3<sup>rd</sup> grade*. Paper presented at the Literacy Research Association Conference, San Diego, CA.

2011 \* Lewison, M. (December, 2011). *U.S. History with an edge: Digging deeper into children's literature and textbooks*. Paper presented at the Literacy Research Association Conference, Jacksonville, FL.

## Research

- Δ Lewison, M. (July, 2011). *Afghanistan Ministry of Higher Education English Curriculum Workshop*. Leader/Presenter, 5-day research-based workshop for English Department heads. Kabul, Afghanistan.
- \* Lewison, M. (April, 2011). *Connecting the local and the global: Third graders' inquiry into Afghanistan*. Paper presented at the American Educational Research Association, New Orleans, LA.
- 2010 Δ Lewison, M. (February 2010). Mary Collins School Symposium Parent Research Keynote: *Helping your child with literacy: The relationship between critical stance and literacy*. Petaluma CA.
- Δ Lewison, M. (February 2010). Mary Collins School Research Symposium Keynote: *Report on the progress of rebuilding Afghan universities*. Petaluma CA.
- Δ Lewison, M. (February 2010). Mary Collins School Research Symposium Keynote: *Researching global issues K-6 students*. Petaluma CA.
- Lewison, M. (May, 2010). *Afghan-to-Afghan Outreach Workshop*, focusing on research-based strategies for civil deliberation of grievances of Afghan youth to increase competency in dialogue around significant community issues. Workshops presented for the Afghanistan Higher Education Project, Kabul, Afghanistan
- 2009 \* Lewison, M. & Heffernan, L. (December, 2009). *Global Literacy research in a third grade classroom*. Paper presented at the National Reading Conference, Albuquerque, NM.
- Lewison, M. (November, 2009). *Reflective teaching, professional portfolios, reading strategies in post-conflict Afghanistan*. Workshops presented for the Afghanistan Higher Education Project, Kabul, Afghanistan
- Lewison, M. (July, 2009) *Returning from the US and Singapore— Professionalism and Microteaching with modern EFL methods*. Workshops presented for the Afghanistan Higher Education Project, Kabul, Afghanistan.
- \* Laman, T. & Lewison, M. (April, 2009). *Examining Agency through Multiple Analytic Lenses: Discursive Practices of a Teacher Study Group Focused on Critical Literacy*. Paper presented at the American Educational Research Association, San Diego, CA.
- \* Gresalfi, M. & Lewison, M. (April, 2009). *Co-constituting identities: An examination of teachers' enactment of identities across different discourse communities*. Roundtable presented at the American Educational Research Association, San Diego, CA.
- 2008 \* Lewison, M. & Heffernan, L. (2008, November). *The affordances and constraints of using political cartoons as a regular part of the elementary literacy curriculum*. Paper presented at the National Reading Conference 58<sup>th</sup> Annual Meeting, Orlando, FL.
- \* Lewison, M. & Heffernan, L. (2008, November). *Politicizing reader response through editorial cartooning*. Paper presented at the National Council of Teachers of English Annual Convention, San Antonio, TX.



## Research

- <sup>Δ</sup> Lewison, M. (2008, June). *Issues in Using Critical Discourse Analysis*. Invited panel presentation at the Working Conference on Discourse Analysis in Education, The Ohio State University, Columbus, OH.
- 2007 \* Lewison, M. & Heffernan, L. (2007, November). *The affordances and constraints of using political cartoons as a regular part of the elementary literacy curriculum*. Paper presented at the National Reading Conference 57<sup>th</sup> Annual Meeting, Austin, TX.
- \* Lewison, M. & Heffernan, L. (2007, November). *Critical Cartooning: Analysis and Design*. Paper presented at the National Council of Teachers of English Annual Convention, New York, NY.
- \* Lewison, M., Graves, I., & Sanchez, L. (2007, April). "OK, I can explain it, sort of." Small group math talk and actions that support and hinder productive discourse in a fifth grade classroom. Paper presented as part of a symposium at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- 2006 \* Lewison, M. (2006, December). *Using cultural models in a sixth grade classroom*. Paper presented as part of an alternative format symposium at the National Reading Conference 56<sup>th</sup> Annual Meeting, Los Angeles, CA.
- \* Lewison, M. (2006, November). *Bringing language study into the 21<sup>st</sup> Century*. Paper presented at the National Council of Teachers of English Annual Convention, Nashville, TN.
- \* Lewison, M., Graves, I., & Sanchez, L. (2006, June). *Enhancing mathematical discourse in elementary classrooms*. Roundtable presented at the 7<sup>th</sup> International Conference of the Learning Sciences, Bloomington, IN.
- \* Laman, T. & Lewison, M. (2006, April). *Children's literature, discourse models, and a pedagogy for critical literacy*. Paper presented as part of a symposium at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- \* Lewison, M. (2006, April). *Understanding literacy activity using critical discourse analysis*. Paper presented as part of a symposium at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- 2005 \* Lewison, M. (2005, December). *Using critical social practices to enact a critical literacy curriculum*. Chair and paper presented as part of an alternative format symposium at the National Reading Conference 55<sup>th</sup> Annual Meeting, Miami, FL.
- \* Lewison, M. (2005, November). *Why we need a theory of instruction for critical literacy*. Paper presented at the National Council of Teachers of English Annual Convention, Pittsburgh, PA.
- Lewison, M. & Heffernan, L. (2005, May). *Reading for intertextuality and identity: Third graders as textworkers*. Harste-Burke Retirement

## Research

Conference, Bloomington, IN.

Lewison, M. (2005, April). *Critical writing pedagogy: Examining issues of power and identity in children's narratives*. Indiana University, School of Education Colloquium, Bloomington, IN.

2004 \* Lewison, M. (2004, July). *Conversations about hair: Using critical discourse analysis to identify the cultural models, power relationships, and situated identities of two sixth grade girls*. Paper presented as part of a workshop at the Euro-International Systemic Functional Linguistics Workshop Miraflores, Spain

\* Lewison, M. (2004, November). *Exploring critical literacy practices in elementary classrooms*. Co-chair and panel member at the National Council of Teachers of English Annual Convention, Indianapolis, IN.

\* Lewison, M. (2004, November). *Multicultural and multilingual identities: findings from critical discourse analysis*. Paper presented at the National Council of Teachers of English Annual Convention, Indianapolis, IN.

\* Lewison, M. & Heffernan, L. (2004, December). *Echoes and reverberations: Social narrative writing and identity work in a third grade classroom*. Chair and workshop leader at National Reading Conference 54<sup>th</sup> Annual Meeting, San Antonio, TX.

\* Lewison, M. (2004, December). *The tensions between transgression and compliance: the identity work taken on by one third-grade girl in social narrative writing*. Paper presented at National Reading Conference 54<sup>th</sup> Annual Meeting, San Antonio, TX.

2003 \* Lewison, M. & Heffernan, L. (2003, February). *Separate but not equal: Literacy practices and power relationships in a third grade classroom*. Research roundtable presented at the annual meeting of the National Council of Teachers of English Research Assembly, Minneapolis, Minnesota.

\* Lewison, M. (2003, September). *Lunchroom desegregation: Examining the literacy practices and complexities of social justice work in an elementary classroom*. Paper presented as part of a symposium at a meeting of Association Internationale de Linguistique Appliquée--Multiliteracies and the Contact Zone, Ghent, Belgium

\* Lewison, M., Heffernan, L., Flint, A., & Van Sluys, K. (2003, November). *New questions, new directions: Collaborative professional development and teacher research in critical literacy*. Research Roundtable presented at the annual convention of the National Council of Teachers of English, San Francisco, CA.

\* Lewison, M., (2003, November). *Where critical literacy and curriculum meet: domination, access, diversity, and redesign*. Workshop presented at the annual convention of the National Council of Teachers of English, San Francisco, CA. Associate chair and speaker.

2002 \* National Council of Teachers of English, Assembly on Research, Midwinter Conference, New York

## Research

Research Roundtable Paper: *Rethinking Writer's Workshop, Third Graders' Use of Social Narratives to Investigate Systems of Power.*

Δ Vanderbilt Conference on the Analysis of Videotape Data of Classroom Life

Paper Presentation: *Sister Anne meets Jim Gee: Interrogating the look of critical literacy in classrooms.*

\* National Council of Teachers of English, Annual Convention, Atlanta  
Co-chair: Day-long Workshop—*Critical Classrooms for Critical Times*  
Paper Presentation: *Whose story is this? Critiquing and redesigning classroom culture.*

\* National Reading Conference, Annual Meeting, Miami  
Symposium Organizer: *Literacy as social practice: Expanding cultural resources/creating social identities*  
Paper Presentation: *Reclaiming the lunchroom: Literacy practices and power relationships in a third grade classroom.*

2001 Δ V Congreso de las Américas sobre Lecto-Escritura, Quito, Ecuador  
Invited Institute Speaker: *Critical Literacy, Critical Times*

Δ National Council of Teachers of English, Annual Convention, Baltimore  
Joint National Council of Teachers of English/International Reading Association Critical Perspectives in Literacy Task Force Workshop  
Keynote: *Making Writer's Workshop Critical*

Δ National Council of Teachers of English, Annual Convention, Baltimore  
Invited Discussion Leader: Elementary Section Meeting

\* National Council of Teachers of English, Annual Convention, Baltimore  
*Standing Committee on Research,*  
Paper Presentation: *Who's Got the Power? Using Fiction as a Format for Filing Grievances in Third Grade*

Δ International Reading Association, Annual Convention, New Orleans  
*Research Series*  
Invited Speaker: *Supporting Teaching as a Researching Profession*

Δ Spencer Foundation project, Literacy Instruction: What counts? A Qualitative Inquiry, St. Cloud State, Minnesota  
Keynote Speaker: *The Four Dimensions of Critical Literacy, Interrogating Everyday Texts, Virtual School Bag, and Writing Teacher Research.*

\* National Reading Conference, Annual Meeting, San Antonio  
Paper Presentation: *Creating Critical Spaces in Classroom Practice*

2000 \* American Educational Research Association, Annual Meeting, New Orleans  
Panel Speaker: *Social Issues and Inquiry: Teacher Education Program Development and the Division K Equity Policy*

## Research

△ Spencer Foundation project, Literacy Instruction: What counts? A Qualitative Inquiry, St. Cloud State, Minnesota

Keynote Speaker: *Conducting Teacher Research*

Presenter: Two-day workshop on *investigating reading and writing practices in critical literacy classrooms, learning about teacher research—coding & analyzing data, critical reading, and using the “Hypothesis Testing Procedure” as a form of research.*

\* International Reading Association, Annual Convention, Indianapolis  
Paper Presentation: *Supporting Teacher Research in the Language Arts through Study Groups*

\* International Reading Association, Annual Convention, Indianapolis  
Paper Presentation: *Children’s Books with a Critical Edge and Culturally Responsive Schools: What’s the Connection?*

△ International Reading Association, Annual Convention, Indianapolis  
*Research Series*. Invited Speaker: *Institutional Support for Teacher Research: Teacher Study Groups*

\* National Council of Teachers of English, Annual Convention, Milwaukee  
*Standing Committee on Research*,  
Paper Presentation: *Teachers’ Fears, Researchers’ Dilemmas: The Complexities of Elementary Teachers Taking a Critical Stance*

\* National Reading Conference, Annual Meeting, Scottsdale  
Symposium Presentation: *A Tale of Two Communities: Contrasting Uses of Journals by Teachers*

\* National Reading Conference, Annual Meeting, Scottsdale  
Speaker: *Interruptions and Transformations: Investigating Critical Literacy in Elementary Classrooms*

1999 △ Association of Teacher Educators, Annual Meeting, Chicago  
Featured Invited Speaker: *Investigating a school-university partnership through the lenses of relationship, self-determination, reciprocal influence, and expanding power*

\* International Reading Association, Pre-Convention Workshop, San Diego  
Building Capacity for Teacher Research  
Speaker: *Learning to Collaborate on Curriculum, Teacher Study Groups*

\* National Council of Teachers of English, Annual Convention, Denver  
*Standing Committee on Research*  
Panel Speaker: *Moving Beyond Polite Talk: Strategies and Structures that Foster and Inhibit Reflective and Critical Discourse in Study Group Sessions*

\* National Reading Conference, Annual Meeting, Orlando  
Paper Presentation: *Understanding the Complexities of Teacher Study Groups: Investigating Discourse and Genre*

- \* National Reading Conference, Annual Meeting, Orlando  
Speaker: *Using Critical Texts to Nurture Critical Literacy*
- 1998 \* American Association of Colleges of Teacher Education, Annual Meeting, New Orleans  
Paper Presentation: *Power Relationships in School-University Partnerships*
- \* National Reading Conference, Annual Meeting, Austin  
Speaker: *Teachers as Researchers and Inquirers: Examining Discourse and Authority in Teacher Study Groups*
- \* National Reading Conference, Annual Meeting, Austin  
Symposium Speaker: *Where Multiple Perspectives on Literacy Get Us and Don't Get Us*
- \* National Council of Teachers of English, Annual Convention, Nashville  
*Standing Committee on Research*  
Panel Speaker: *A Tale of Two Communities: Contrasting Uses of Journals and Teacher Study Groups*
- \* International Reading Association, Annual Convention, Orlando  
Symposium Speaker: *Reconceptualizing Literacy Education Courses for New Media and Audiences*
- \* National Council of Teachers of English, Annual Convention, Detroit  
*Standing Committee on Research*  
Panel Speaker: *Stress, Guilt, and Resentment: Understanding the Problems of Teachers Keeping Journals by Examining Collaborative Support and Sociocultural Authenticity*
- \* Journal of Curriculum Theorizing Annual Conference, Bloomington, IN  
Speaker: *Rethinking Power Relationships in School-University Partnerships*
- \* American Educational Research Association, Annual Meeting, Chicago  
Paper presentation: *Investigating a School-University Partnership through the Lenses of Relationship, Self-Determination, Reciprocal Influence, and Expanding Power*
- 1996 \* American Educational Research Association, Annual Meeting, New York  
Paper Presentation: *Writing Became a Chore Like the Laundry: The Realities of Using Journals to Encourage a Reflective Approach to Practice*

## Teaching

### Teaching Publications

\* = refereed       $\Delta$  = invited

Lewison, M., Leland, C, & Harste, J.C. (2015). **Website:** *Creating critical classrooms: Reading and writing with an edge* (Literature Annotations, Text Sets, Chapter Resources, Invitations for Students, Literacy Strategies). NY: Routledge. Retrieved from <http://www.routledgetextbooks.com/textbooks/9780415737739/>

## Teaching

Leland, C, Lewison, M. & Harste, J.C. (2014). **Website:** *Teaching children's literature: It's critical*. (Literature Annotations, Text Sets, Resources by Chapter, Syllabi, Strategies, & Assignments, Additional Resources). NY: Routledge. Retrieved from <http://www.routledge.com/cw/leland-9780415508681/>

Lewison, M., Samuelson, B., IU faculty, & Afghan KEU faculty. (2014). *Kabul Education University M.Ed. TESOL Curriculum for 16 courses: Syllabi, course projects, & evaluation rubrics* (Project No. SAF-200-11-CA-017). Location: Kabul Education University and the Public Affairs Section, Office of English Language Programs, U.S. Embassy, Kabul.

\* Leland, C., Lewison, M., & Harste, J. C. (2013). *Teaching children's literature: It's critical!* NY: Routledge (This book is also listed in research since about ½ of the book research and ½ teaching)

△ Flint, A., Van Sluys, K., & Lewison, M. (2003). Elementary teachers researching critical literacy. *School Talk*, 8(4) 1-2. Guest Editor of this NCTE Publication that features the research of teachers in Bloomington, IN.

△ Indiana Study Group. (2002). Taking a critical stance: It's not just the books you choose. In J. Kristo & A. McClure (Eds.), *Adventuring with books: A booklist for pre-K--grade 6* (13th edition). Urbana, IL: National Council of Teachers of English. [Indiana Study Group members who authored this project (alphabetical order): Beth Berghoff, Randy Bomer, Amy Flint, Jerome Harste, Christine Leland, and Mitzi Lewison.]

△ Harste, J. C., Breau, A., Leland, C., Lewison, M., & Ociepka, A., Vasquez, V. (2000). Supporting critical conversations in classrooms. In K. M. Pierce (Ed.), *Adventuring with books: A booklist for pre-K--grade 6* (12th edition). Urbana, IL: National Council of Teachers of English, 506-554.

### Videotapes/DVDs:

Damico, J. & Lewison, M. (2008). *Fleeing the War*. DVD developed as part of the *Windows into the World of Africa through Children's Literature* grant. This DVD is designed to be used by elementary, middle school, and preservice teachers to help present authentic African children's literature in their classes. This DVD features Malawian author and poet, Steve Sharra.

Damico, J. & Lewison, M. (2008). *Fatuma's New Cloth*. DVD developed as part of the *Windows into the World of Africa through Children's Literature* grant. This DVD is designed to be used by elementary, middle school, and preservice teachers to help present authentic African children's literature in their classes. This DVD features Tanzanian Kiswahili scholar, Alwiya Omar.

Lewison, M. & Heffernan, L. (2004). *Composing Social Narratives*. Developed for a teaching tool and for research sessions at literacy conferences. Premiered at a research session at the 54<sup>th</sup> Annual Meeting of the National Reading Conference, San Antonio, TX. Bloomington, IN: Indiana University Department of Language Education & Media Support Services.

## Teaching

- Lewison, M., Harste, J. C., Van Sluys, K., and Cimolai, D. (2001). *Breaking Ground: Blueprints for Process Writing*. A videotape in the series *Literacy Under Construction*, developed for preservice education classes and teacher professional development. Bloomington, IN: Indiana University Department of Language Education & Media Support Services.
- Lewison, M., Harste, J. C., Van Sluys, K., and Cimolai, D. (2001). *Writing Workshop: A Community of Writers at Work*. A videotape in the series *Literacy Under Construction*, developed for preservice education classes and teacher professional development. Bloomington, IN: Indiana University Department of Language Education & Media Support Services.
- Lewison, M., Harste, J. C., Van Sluys, K., and Cimolai, D. (2001). *Tools for Writing: Literature-Based Mini Lessons*. A videotape in the series *Literacy Under Construction*, developed for preservice education classes and teacher professional development. Bloomington, IN: Indiana University Department of Language Education & Media Support Services.
- Lewison, M., Harste, J. C., Van Sluys, K., and Cimolai, D. (2001). *Curricular Structures: Guided Reading and Literature Discussions*. A videotape in the series *Literacy Under Construction*, developed for preservice education classes and teacher professional development. Bloomington, IN: Indiana University Department of Language Education & Media Support Services.
- Lewison, M., Harste, J. C., Van Sluys, K., and Cimolai, D. (2001). *Creating Space: Finding Voice in the Literacy Classroom*. A videotape in the series *Literacy Under Construction*, developed for preservice education classes and teacher professional development. Bloomington, IN: Indiana University Department of Language Education & Media Support Services.
- Lewison, M., Harste, J. C., Van Sluys, K., and Cimolai, D. (2001). *Building on Kidwatching: Thinking Curricularly*. A videotape in the series *Literacy Under Construction*, developed for preservice education classes and teacher professional development. Bloomington, IN: Indiana University Department of Language Education & Media Support Services.
- Lewison, M., Harste, J. C., Van Sluys, K., and Cimolai, D. (2001). *Skylights: Beyond Limits-Education as Inquiry*. A videotape in the series *Literacy Under Construction*, developed for preservice education classes and teacher professional development. Bloomington, IN: Indiana University Department of Language Education & Media Support Services.
- <sup>Δ</sup>Lewison, M. & Heffernan, L. (2000). *Critical Conversations and Social Issues in the Elementary Classroom*, developed for the Joint National Council of Teachers of English/International Reading Association Critical Perspectives in Literacy Task Force. Bloomington, IN: Indiana University Department of Language Education & Media Support Services.

## Teaching Awards

- 2013 Burton Gorman Teaching Award  
School of Education, Indiana University

## Teaching

- 2002 Faculty Trustees' Award  
School of Education, Indiana University
- 2001 Trustee Teaching Award  
School of Education, Indiana University
- 2000 Teaching Excellence Recognition Award (TERA)  
School of Education, Indiana University
- 1999 Teaching Excellence Recognition Award (TERA)  
School of Education, Indiana University

## Teaching Grants

**Instructional Media Development Grant** 2005-2008  
Instructional Support Services, Indiana University (\$3,000)

*Windows into the World of Africa through Children's Literature*

Grant supports production of videotapes for use in Language Education children's literature courses aimed at IUB teacher education students, many of whom have little exposure to or experience with cultures and peoples from around the world.

The grant builds on an ongoing collaboration between the Language Education and African Studies departments to identify and use quality children's literature written by African authors and then having scholars in African studies come to the children's literature courses and give talks about the cultural and linguistic contexts of the books.

Co-authors: Mitzi Lewison & James Damico

**Fulbright Educational Partnership Grant** 2003-2007  
U.S. Department of State (\$111,000)

*Partnership in English as a Second Language Education and Cross-Cultural Understanding*

Indiana University (IU) School of Education and Kabul Education University (KEU) were in a partnership that focused on (a) development of a new/revised ESL curriculum at KEU in Kabul; (b) faculty enhancement for both partners via a combination of short- and long-term exchanges that focus on ESL instruction and understanding issues of language, culture, and schooling in Afghanistan; and (c) teacher education including a series of 3-Day ESL courses delivered at KEU in Kabul. The purpose of this grant is to strengthen the institutional capacity of KEU to provide ESL instruction to its students (prospective teachers) and inservice teachers in Afghanistan. IU faculty and graduate students will have an opportunity to be a part of rebuilding the higher education system in Afghanistan and gain an appreciation of educational issues in an Islamic country.

**Community Asset Building Implementation Grant** 2003-2005  
Lilly Endowment & Monroe County Community Schools (\$27,000)

*Kids and Community Action*

This project brings elementary, middle school and high school students, their teachers, and community members together in order to plan and implement education projects about important national and community issues. There are five major project activities: (a) Youth as Mentors --provides children and youth opportunities to discuss perspectives on social issues and to collaborate on planning public forums; (b) Community Agency Mentors -- adult volunteers from local community agencies will teach children and youth about social service



## Teaching

agencies and jointly plan public education forums in different venues; (c) Teacher Study Groups -- teachers from various schools and grade levels will attend monthly study group meetings in order to learn more about service learning, community action, and cross-age collaboration; (d) Books for Students and Teachers -- teachers will check out social issues books for use in their classrooms and will read professional books that address teaching for social action and social justice; and (e) Public Education Forums -- students will conduct six different public education forums about national/local issues throughout the duration of this grant.

### **Instructional Media Development Grant** 2001-2004

Instructional Support Services, Indiana University (\$3,000)

#### *Critical Literacies in Elementary Classrooms, Part II*

Grant supports production of a videotape aimed at inservice Language Arts teachers. Focus of the tape is on how process writing is transformed when a third grade teacher and her students engage in a critical literacy curriculum.

Co-authors: Mitzi Lewison & Lee Heffernan

### **Critical Perspectives Video Grant** 2000

Joint National Council of Teachers of English/International Reading Association

Critical Perspectives in Literacy Task Force (\$750)

#### *Critical Conversations and Social Issues in the Elementary Classroom—Reading*

This grant commissioned production of a videotape to premiere at the Fall 2000 Annual Convention of the National Council of Teachers of English. Focus of the tape is on reading and the conversations that occur when a third grade teacher and her students engage in a critical literacy curriculum.

Co-Producers: Mitzi Lewison & Lee Heffernan

### **Instructional Media Development Grant** 1997-2001

Instructional Support Services, Indiana University (In-kind media production)

#### *Literacy Under Construction*

Grant supported production of a series interactive videotapes aimed at preservice and inservice Language Arts teachers. Focus of tapes is on constructing reading/writing classrooms that engage students in inquiry and promote literacy learning.

Co-authors: Mitzi Lewison & Jerome Harste.

### **TERA Fellow Grant** 1998

IU School of Education (\$500)

Grant to facilitate teaching excellence in areas involving new distance education technologies for pre-tenure faculty.

### **Active Learning Grant** 1997-1999

Instructional Support Services, Indiana University (\$1,500)

#### *Field Experiences for Future Teachers in Elementary Language Arts*

Grant supported revision of undergraduate course, *Methods of Teaching Language Arts*, to include field experience, web conferencing, and field research projects.

## **Teaching Papers and Presentations**

\* = refereed      Δ = invited

2016 Δ Afghan Junior Faculty Development Program speaker. *IU's efforts to assist in rebuilding higher education in Afghanistan 2005-2014*. (Bloomington, IN, March 2016).

## Teaching

- 2014 Workshop Facilitator: *Kabul Education University TESOL master's degree two-day curriculum finalization workshop*. Kabul Education University, February, Kabul, Afghanistan.
- Workshop Facilitator: *Kabul Education University TESOL master's degree six-day course finalization & curriculum map workshop*. Kabul Education University, February, Kabul, Afghanistan.
- Workshop Facilitator: *Kabul Education University TESOL master's degree two-day academic literacy practices workshop*. Kabul Education University, March, Kabul, Afghanistan.
- 2013 <sup>Δ</sup> Indiana University Alumni Association Winter College speaker. *Hope in the midst of conflict: IU's efforts to assist in rebuilding higher education in Afghanistan*. (Del Mar, CA, February 2013).
- 2013 <sup>Δ</sup> Indiana University Alumni Association Mini University speaker. *Hope in the midst of conflict: IU's efforts to assist in rebuilding higher education in Afghanistan*. (Bloomington, IN, June 2013).
- 2013 Workshop Facilitator: *Importance of TESOL Master's Degree for Afghanistan; Program and Professional and Scholarly Rigor; How to Give Feedback in an Afghan Context*. Kabul Education University, May, Kabul, Afghanistan.
- 2011 <sup>Δ</sup> *Conference Welcome Address*. English Language Teacher's Association for Afghans. Kabul, Afghanistan.
- <sup>Δ</sup> *Development and Capacity Building in International University-to-University Partnerships*. Guest Speaker for course in Comparative and International Education, School of Education, IU
- 2010 <sup>Δ</sup> Mary Collins School Symposium Workshop: *Writing to Get Things Done in the World: Critical Writing Pedagogy in K-3 Classrooms*. Petaluma CA
- <sup>Δ</sup> Mary Collins School Symposium Workshop: *Writing to Get Things Done in the World: Critical Writing Pedagogy in 4-6 Classrooms*. Petaluma CA
- 2008 Afghan Higher Education Project, Kabul, Afghanistan (November, 2008)  
Workshop Leader: *The affordances and constraints of using syllabi in post-conflict Afghanistan. Microteaching with modern EFL methods*.
- Afghan Higher Education Project, Kabul, Afghanistan (August, 2008)  
Workshop Leader: *Syllabus and materials development for English university classes*
- Afghan Higher Education Project, Kabul, Afghanistan (July, 2008)  
Workshop Leader: *Returning from the US and Singapore—What does this mean for university teaching?*
- <sup>Δ</sup> Afghan Higher Education Project, Kabul, Afghanistan (July, 2008)  
Workshop Leader for 16 provincial English teachers: *Critical literacy—Reading and writing for social justice*.

## Teaching

- 2004 Monroe County Community Schools Corporation, Bloomington, IN  
*Critical Literacy in Action Workshop* (February)  
Speaker: *Using Critical discourse analysis to research classroom talk.*
- Monroe County Community Schools Corporation, Bloomington, IN  
*Critical Literacy in Action Workshop* (June)  
Workshop Leader: *Writing for publication.*
- 2002 <sup>Δ</sup> National Council of Teachers of English, *Reading Initiative* Summer Intensive Workshop for National Study Group Leaders, Bloomington, IN  
Keynote Speaker: *Writing as a meaning making process*  
Keynote Speaker: *How do teachers work as self-learners?*
- 2001 <sup>Δ</sup> National Council of Teachers of English, *Reading Initiative* Summer Intensive Workshop for National Study Group Leaders, Bloomington, IN  
Keynote Speaker: *Critical Literacy, Writer's Workshop*  
National Teaching Team Member: *Fifteen Day Workshop*
- Monroe County Community Schools Corporation, Bloomington, IN  
*Critical Literacy in Action Workshop* (March)  
Speaker: *Critical Literacy: What is it?*
- Monroe County Community Schools Corporation, Bloomington, IN  
*Critical Literacy in Action Workshop* (November)  
Speaker: *Critical Literacy: Beyond Books as Texts*
- 2000 <sup>Δ</sup> National Council of Teachers of English, Annual Convention, Milwaukee  
Joint NCTE/IRA Critical Perspectives in Literacy Task Force--Workshop  
Invited Speaker: *Critical Conversations and Social Issues in the Elementary Classroom.* Premiere showing of videotape that was commissioned by the task force
- <sup>Δ</sup> Mount Saint Vincent University, Visiting Instructor, Master's Program, Toronto  
Keynote: *Interrogating School Writing*  
Workshop Presenter: *Critical Writing--When School Failed, Powerful Writing, Interrogating Harry Potter, Social Justice Issues in the Elementary Classroom*
- Monroe County Community Schools Corporation, Bloomington, IN  
*Critical Literacy in Action Workshop* (January)  
Speaker: *The Controversies of Using Social Issues Books in Elementary Classrooms*
- Monroe County Community Schools Corporation, Bloomington, IN  
*Critical Literacy in Action Workshop* (August)  
Speaker: *Examining Texts From Multiple Perspectives*  
Monroe County Community Schools Corporation, Bloomington, IN  
*Critical Literacy in Action Workshop* (November)  
Speaker: *Reading Everyday Texts—Going Beyond Books*
- 1999 <sup>Δ</sup> Indiana Institute on Disability and Community, Bloomington, IN  
Summer Institute Workshop Leader: *Writing and Literacy*

National Council of Teachers of English, Annual Convention, Denver  
One-Day Workshop Leader: *Working Seminar for Primary and Elementary Teachers Starting on their Journey to Make Curricular Decisions in the Classroom*

1998 \* American Association of Colleges of Teacher Education, Annual Meeting, New Orleans  
Symposium Speaker: *Consensus and Conflict: The Struggle to Define a Common Vision for Teacher Education*

1997 \* Journal of Curriculum Theorizing Annual Conference, Bloomington, IN  
Panel Member: *Democracy, Diversity, and Social Justice: Crossing Borders for a New Vision of Teacher Education*

1996 <sup>Δ</sup> Center for Educational Technology, Tel Aviv, Israel  
Invited Speaker (Briefing for CEO and Department Heads): *Using Interactive Technology in Elementary Schools*

Fall Language Arts Conference, Indiana University  
They Couldn't Stop Arguing: Encouraging Literate Voices and Multiple Responses to Text through Shared Inquiry

## Service

### Service Publications

Lewis, M. (1996). Book review: Beginning readers, mass media, and libraries. *Library & Information Science Research*, 18, (3), 289-290.

IU School of Education. (2015). Being a part of the conversation in *The campaign for the future of education*. Wrote article with Interim Executive Director of Development and Alumni Relations featuring my work in Afghanistan for SOE fundraising campaign.

### Service Awards

2005 Kids Count on You Recognition Award for continuing efforts and support for youth in the Bloomington community.  
Asset Building Coalition

1999 Committee on Multicultural Understanding, Indiana University, Outstanding Program Award, School of Education Diversity Month Program.

### Service Grants--International

**Conference on English Education in Afghanistan** 2016-2017  
OVPIA/Dean SoE/CIEDR (\$20,000)

In order to assess the impact of the IU/Kabul Education University M.Ed. TESOL program and determine the needs for future English programs in Afghanistan IU will hold a conference on English Language Education in Afghanistan at the India Global Gateway Center. The conference will bring together key individuals who have a stake in English Education in Afghanistan including the Deputy Minister of Higher Education, the Chancellors of Kabul University & Kabul Medical University, six Afghan English faculty, US Embassy and USAID Kabul representatives, and the Department of State Regional English Language Officer. This conference is designed to demonstrate how the Global Gateway Center in India can serve as a

## Service

site for future professional development activities for Afghanistan, including a proposed LCLE Ed.D. Program for which we are currently seeking funding. The Global Gateway Centers have an opportunity to create a new model for operating in conflict-affected environments such as Afghanistan.

**IU/Kabul Education University M.Ed. TESOL Project** 2011-2014  
United States Department of State (\$3,500,00)

This grant was a cooperative agreement with the U.S. Department of State's Public Affairs Section of the U.S. Embassy in Kabul. The project was a university-to-university partnership assisting Kabul Education University to develop a high quality, practice-based, sustainable Master of Education degree program meeting international standards in Teaching English to Speakers of Other Languages. This project trained Afghan master's faculty by having them initially co-teach with an IU instructor and provides an in-country graduate program for Afghans seeking advanced study in teaching English. Co-PIs: Mitzi Lewison & Terrence Mason

**IU/ Ministry of Higher Education—Afghanistan English Curriculum and Educational Policy (AECEP) Project** 2012-2014  
United States Department of State (\$1,800,00)

This grant was a cooperative agreement with the U.S. Department of State's Public Affairs Section of the U.S. Embassy in Kabul designed to meet the challenges Afghanistan faces in English Language Education. After program start-up, the Kabul Embassy decided to put the program on hold due to more pressing issues in Afghanistan. PI: Mitzi Lewison

**Afghanistan Higher Education Project** 2006-2012  
United States Agency for International Development (USAID) (\$4,836,534)  
*English Language Teaching, Curriculum, and Pedagogy*

The Afghanistan Higher Education Project (HEP) is part of an overall program to rehabilitate and strengthen the capacity of the teacher education system throughout Afghanistan. The HEP project supports this objective by building sustainable capacity at the tertiary level to deliver high quality pre-service and in-service teacher education for secondary school teachers. The project is designed to strengthen both the individual and institutional capacity of the 16 institutions offering four-year teacher training programs. The project will help establish institutional mechanisms for planning and implementing improvements in the education system, and will support the implementation of these development plans through training, scholarships, material support, English language training and support for revising curriculum and pedagogy. In addition, the project will address the policy environment to sustain the improvements, through establishing professional competencies and promotion of a coordinated national strategy for teacher education and certification. Co-PIs: Mitzi Lewison & Terrence Mason

### Service Activities--International

- Weekly Skype calls to Afghan Program Director of the Kabul Education University TESOL Master's Degree Program (January 2014-present).
- Graduation Address—First graduating class of the Kabul Education University TESOL Master's Degree (May 2014, Kabul, Afghanistan).
- Series of meetings with the U.S. Embassy, Kabul on the Kabul Education

## Service

University TESOL Master's Degree final curriculum and successful transition to Afghan-led program (February, April, May 2014, Kabul Afghanistan).

- Series of meetings with Chancellor Amanullah Hamidzai on the TESOL Master's Degree hand-over to Kabul Education University (February, March, April, May 2014, Kabul Afghanistan).
- Worked on document for final approval of the Kabul Education University TESOL Master's Degree Program by the *Afghanistan Ministry of Higher Education's Higher Commission on Master's Programs* (June 2014, Kabul, Afghanistan).
- Briefing with Ambassador Nasir Ahmad Andisha, Ambassador of the Islamic Republic of Afghanistan to the Commonwealth of Australia, New Zealand, and the Republic of Fiji. Brief on IU's activities in Afghanistan, September 19, 2013 Indiana University, Bloomington.
- Series of meetings with Chancellor Amanullah Hamidzai on TESOL Master's Degree transition to Afghan-led program (January, February, May, 2013).
- Sponsor, Launching the IU Alumni Association Afghanistan Chapter (2012-2013)
- Member, Afghanistan Ministry of Higher Education English as a Foreign Language Working Group to standardize English Education Curriculum in Afghanistan (2011).
- Planning for English Program at Kabul Medical University (Professors, English Faculty, Students), January-December, 2010.
- Presided at Graduation Ceremony (with colleges and US Ambassador to Afghanistan, Eikenberry) for the first master's degrees awarded at Kabul Education University, March 2010.
- Education in Afghanistan: IU and *Three Cups of Tea*. Presented current accomplishments and issues related to the USAID Afghanistan Higher Education Project in conjunction with a talk by *Three Cups of Tea* author, Greg Mortenson in Indianapolis.

### Service Activities--National

- Board Member, Science Center for Inquiry, Scottsdale, AZ, 2002-Present.
- Reviewer for AERJ, American Educational Research Association Journal, 2010-2013).
- Review Board Member, *Language Arts*, 2010-2013.
- Review Board Member, *Voices From the Middle*, 2007-2011.
- Reviewer, *Curriculum Inquiry*, Ontario Institute for Studies in Education, 2010

## Service

- Chair, Resolutions Committee, National Council of Teachers of English, 2005-2006. Duties include: convening the resolutions committee, holding open meetings on resolutions, re-writing and drafting resolutions, and presenting resolutions to the membership of the NCTE at the annual business meeting for approval.
- Associate Chair, Resolutions Committee, National Council of Teachers of English, 2004-2005.
- Review Board Member, *Language Arts*, 2002-2005
- Program Area Co-Chair, National Reading Conference, Area IV, Literacy Process: Focusing on Pre-School, Early Childhood, and Elementary Age Learners, 2001-2003
- Review Board Member, *Australian Journal of Language and Literacy*, 2000-2003, 2005, 2007.
- Member, Critical Perspectives in Literacy Committee, International Reading Association
- Interviewed and quoted in a *Child* magazine article by Monika Guttman, *Write-On*. April 2000, 66-71.
- Revision and Professional Development Committee Member, National Council of Teachers of English, *Reading Initiative* program, 1999-2001
- International Reading Association, National Commission on Excellence in Elementary Teacher Education, IU is one of eight research sites. Assisted Amy Flint in writing application, describing features of program, and coding first year teacher interviews, 1999-present
- Reviewer, American Educational Research Association, Proposals for Annual Conference, Division K, 1999; Writing SIG, 2005
- Reviewer, National Reading Conference, Proposals for Annual Conference, 1999
- Member, International Reading Association, Committee on Teacher Research, 1998-2000
- Reviewer, International Reading Association, Teacher as Researcher Grants, 1999-2001
- Committee Member, Center for Expansion of Language and Thinking Program Committee, 1999-2001
- Reviewer, Lawrence Erlbaum Associates, Pearson Education, & Falmer Press. Review books for possible publication on the topics of Teacher Education, School-University Partnerships, and Critical Literacy. 1998-Present
- Advisor, Curriculum and Professional Development Division, TVOntario--Public Television Station, Ontario, Canada , 1996-1998

## Service

### Service Activities--State and Local

\* = major leadership role

- Keynote: *IU's Efforts to Assist in Rebuilding Higher Education in Afghanistan—2005-2014*. . Rotary Club of Bloomington, IN. April, 2015.
- Board Member, The Project School, Bloomington, IN 2009-present
- Keynote: *Preparing Teachers for Afghanistan's Future*. Phi Delta Kappa's 102<sup>nd</sup> Birthday Celebration, 2008
- \* Teacher Study Group & Professional Development Co-Facilitator, Monroe County Schools. Enhancing Elementary Mathematics grant. Work with teachers on ways to enhance mathematics discourse in their 5<sup>th</sup> grade classrooms. 2006-2008
- \* Teacher Study Group Leader, Monroe County Schools. Kids and Community Action grant. Administrate and lead monthly meetings on cross-grade mentoring and critical literacy with 20 teachers, 2003-2005
- \* Place undergraduate students at local elementary schools for service learning, working with children publishing child-authored books. 1997-2005
- \* Teacher Study Group Leader, Monroe County and Indianapolis Public Schools. Collaboration for Peace Project. Administrate and lead monthly meetings on cross-cultural communication with 30 teachers, 2002-2003
- \* Program Chair, Literacy Across the Curriculum Strand for the Summer Language and Literacy Conference, Indiana Public School/University Partnership, 2000
- Speaker, Indiana Public School/University Partnership. Group of superintendents and Indiana University faculty whose aim is to provide more Indiana University involvement in professional development in Indiana school districts, 2000
- \* Teacher Study Group Leader, Monroe County Community School Corporation. Administrate and lead monthly meetings on reflective language arts practice and teacher research with 56 teachers from seven local Elementary Schools. 1997-2002
- Workshop coordinator--Monroe County Community Schools Corporation, Bloomington, IN  
Yearly Series of 4 Saturday Workshops, *Critical Literacy in Action*, 2000-Present
- Committee Member, Book Challenge Ad Hoc Committee, Monroe County Community School Corporation, 1999
- \* Wrote four grant proposals with local school personnel and received funding--reviewed and revised other Monroe County Community School Corporation proposals which also were funded, 1997-2002



## Service

- Coordinator for IU undergraduate participation as group leaders at the Bloomington Area Council of the International Reading Association Young Author's Conference, 1999-2000
- Member, Standard Setting Panel, Indiana Professional Standards Board 1997-98
- Member, What Matters Most: Teaching for America's Future, Statewide Committee, Indiana, 1997-98

### **Service Activities—School of Education and University**

\* = major leadership role

- Committee to Evaluate Structure (CES) /Core Campus Committee, Member (2016)
- Committee on Teacher Education Member (2016)
- Faculty Merit Review Committee, Department of Literacy, Culture, and Language Education (2015, 2016)
- Mentor, Afghan Junior Faculty Development Program (2016)
- School of Education Dean's Search Committee Member (2015)
- Mentor, Cox Research Scholar Program (2012-2015)
- Member School of Education Promotion and Tenure Committee (2013-2016)
- Yearly Funding: *Rob Kling Social Informatics Fellowship*, School of School of Informatics and Computing, Indiana University (2003-present)
- Panel Presentation, Cox Research Scholar Program *Interview Visit Day* for prospective scholars and their parents. March 2014.
- Member School of Education International Programs Committee (2011-2015)
- Member School of Education Faculty Development Committee (2012-2014)
- Member School of Education Dissertation of the Year Committee (2011)
- Member, Distinguished Alumni Award Committee (2010-2012)
- \* Acting Chairperson, Department of Language Education (2008)
- \* Member, Search Committee for elementary literacy professors in the Department of Language Education, which resulted in the hiring of Dr. Carmen Medina, Dr. Donna Adomat, and Dr. Ted Hall (2008)
- \* Weekly Seminar Leader: Afghan Teacher Educators studying for master's

## Service

- degrees at the School of Education (2007-2010)
- Co-Leader: Monthly study group meetings and professional development session for MCCSC teachers in discussion-based mathematics (2006-present)
- Presenter: *English for Teacher Educators in Afghanistan*. 13<sup>th</sup> SLED Symposium, School of Education (November, 2007)
- \* Chair, Search Committee for an elementary literacy professor in the Department of Language Education, which resulted in the hiring of Dr. Karen Wohlwend (2007)
- \* Program Area Chair, Undergraduate Elementary Reading/Literacy Program, Department of Language Education, 2001-2007
- Member, Policy Council, 2006-2008
- Member, Dean of School of Education Review Committee, 2004-05
- Member, Research, Development, and Evaluation Committee, 2004-06
- Member, Indiana University system-wide Education Council, 2005-2006
- Member, Elementary Education Council, 2005-2006
- Member, School of Education Retreat Committee, 2005-2006
- \* Co-chair of Indiana University/School of Education/Department of Language Education First National Conference on *Critical Discourse Analysis*, 2004
- \* Co-Chair, Reading Minor/License Program, Language Education Department, Indiana University. Duties include: revising Reading Minor program, meeting regularly with minor candidates, setting up speakers for evening seminars, and handling regular communication with minor candidates, 1997-2005
- Leadership Team Member, Carnegie Initiative on the Doctorate 2002
- \* Arranged and administered the visit of Australian professor Barbara Comber, for faculty professional development and graduate course work in Language Education. Topic: *Literacy, Poverty, and Schooling*, 2001
- \* Member, Democracy, Diversity, and Social Justice and Praxis--Elementary Education Reform Initiatives, IU School of Education, 1996-2000
- Member, Search Committee, Indiana University School of Education, Elementary Language Education position, 2000-2001, 2003-2004
- Member, Constituent Advocacy Committee, Indiana University School of Education, 2000-2001
- \* Consultant, Indianapolis Public Schools, Best Teaching Practices for the Language Arts Classroom, 1997-1998

## Service

- \* Coordinator, IU undergraduates conducting writing conferences at Rogers and Binford Elementary School, Bloomington. There is no field placement to accompany E339, *Methods of Teaching Language Arts*. I created and supervised this school-based experience for undergraduates. Changed M301 from a laboratory experience to a school-based field experience. 1997-2005
- Member, Review of the Office of Teacher Education, IU School of Education 1997-98
- Member, Policy Council, IU School of Education, 1999-2000
- Member, Diversity Committee and Retention Sub-committee, IU School of Education, 1998-2002
- Mentor, for a small group of undergraduates who present qualitative research papers each year at the Butler Undergraduate Research Conference. 1998-2002
- Member, Search Committee, Indiana University School of Education, English Education position, 1998-1999
- Mentor, Armstrong Teachers, Indiana University, 1997-98, 1999-2000
- Member, Education Specialist Review Committee, IU School of Education 1997-98

## Academic and Professional Association Memberships

- American Educational Research Association
- Center for the Expansion of Learning and Teaching
- Literacy Research Association
- International Literacy Association
- National Council of Teachers of English
- Phi Delta Kappa
- American Association of University Professors
- Indiana Reading Professors