

STEVEN Z. ATHANASES

Professor, School of Education, University of California, Davis, USA, szathanases@ucdavis.edu

EDUCATION

- 1993 Ph.D., Stanford University, School of Education, Curriculum and Teacher Education
Focus: Language, Literacy and Culture (Lee Shulman, Dissertation Chair)
- 1983 M.A., University of North Carolina, Chapel Hill, Dep't. of Communication Studies
Focus: Performance Studies (Beverly Whitaker Long, Thesis Chair)
- 1975 Illinois Secondary Teaching Credentials, English and Speech Communication
- 1975 B.A., University of Illinois, Urbana-Champaign, English Education, Speech Education

POSITIONS HELD

- 2009-present Professor, School of Education, University of California, Davis
- 2006-2011 Chair, Graduate Group in Education, UC Davis
- 2005-2009 Associate Professor, School of Education, UC Davis
- 1999-2005 Assistant Professor, School of Education, UC Davis
- 1994-1996 Acting Assistant Professor, School of Education, Stanford University
- 1994-1998 Social Science Research Associate and Project Director, *Evaluating Communities of Learners* (Ed Haertel, PI), School of Education, Stanford University, part of 5-site project funded by the Mellon Foundation
- 1995 Consultant, English Curriculum & Instruction, Health Academy, Oakland Technical High School, Oakland Unified School District, Oakland, CA
- 1994-1996 Researcher/Team-Teacher, English/History Linked Program, Grades 10-11, Oakland Unified School District, Oakland, CA (funded by postdoctoral fellowship)
- 1992-1993 Visiting Assistant Professor, Department of Education, Mills College
- 1991-1994 Consultant, National Board for Professional Teaching Standards
- 1990-1994 Coordinator of Public Programs/English Specialist, ACCESS (Alliance for Collaborative Change in Education in School Systems), UC Berkeley/Oakland Unified School District: Partnership to better prepare underrepresented youth of color for UC admission; Coordinator, 1990-91, Consultant, 1991-94
- 1986-1990 Teaching Fellow, Student Teacher Supervisor, Research Assistant, School of Education and Stanford Teacher Education Program, Stanford University
- 1984-1985 Instructional Improvement Teacher, Writing Program Development, H.S. Dist 214, IL
- 1980-1981 Teaching Assistant; journal Editorial Assistant; Consultant in Schools, Department of Communication Studies, University of North Carolina, Chapel Hill
- 1978-1985 Wilderness Education Coordinator, Guide: For Chicago area youth, with Voyageur Wilderness Programme, Atikokan, Ontario; Canadian Wilderness Voyage, Ely, MN
- 1975-1985 English Teacher (90 semester-long grades 9-12 courses), H.S. District 214, IL
Extracurricular: speech events coach, writing clubs, magazines, performance showcases of original student writing, songwriters showcase) (M.A. leave, 1980-81)
- 1972-1975 Drama Teacher, Practice Teaching/Coach: Academically challenged K-10 students: Central Elementary School, Libertyville, IL (Title 1 Program); University High School, Urbana, IL; Jefferson Junior High, Champaign, IL; Leal Elementary, Urbana

FELLOWSHIPS

- 2010 Faculty Fellow, CRESS (Cooperative Research and Extension Services for Schools), UC Davis
- 2002 Research Fellowship, Davis Humanities Institute, University of California, Davis
Project: *The Poetics and Politics of Place in the Writing of Urban Youth*
- 1999 Spencer Postdoctoral Fellowship, National Academy of Education
Project: *Aesthetics, Analysis, and Reflection on the Communal: The Promise of Poetry in the Education of Urban Youth*
- 1993 Postdoctoral Fellowship, James S. McDonnell Foundation Program in Cognitive Studies for Educational Practice
Home site: English Department, Stanford University (Shirley Brice Heath, Sponsor)
- 1989 Spencer Dissertation Fellowship, Research in Education, Woodrow Wilson Foundation

OTHER AWARDS AND HONORS

- 2016 Outstanding Faculty, School of Education Award, UC Davis
- 2015 Soaring to New Heights *Faculty Individual Citation Award* of the Diversity and Principles of Community Awards. For career achievement in leadership in furthering equal opportunity and diversity objectives within the UC Davis community
- 2012 Outstanding Reviewer, American Educational Research Association
- 2012 Undergraduate Teaching: Excellence in Education Awards (Nominee), Associated Students, UC Davis. For *Cultural Diversity and Education in a Sociopolitical Context*
- 2011 Outstanding Reviewer, American Educational Research Association
(For work on editorial review board of *Educational Researcher*)
- 2006 Distinguished Research Award, Association of Teacher Educators
For top article published on teacher education, 2003-05
- 2006 Outstanding Article (Honorable Mention) Edwin M. Hopkins Award, *English Journal* Volumes 94-95, by Non-Secondary Teacher, National Council of Teachers of English
- 1994 Promising Researcher Award, English Education, National Council of Teachers of English
- 1994 Outstanding Dissertation Award (Honorable Mention), Curriculum Studies, Division B, American Educational Research Association
- 1993 Poetry Writing Award, 2nd Place (1,700 entries), San Francisco Bay Area Competition, *San Francisco Bay Guardian*
- 1990 Outstanding Teaching Award, Stanford Teacher Education Program, School of Education, Stanford University
- 1990 Teaching Recognition, Outstanding Chicago Area Writing Teacher, Retrospective Honor, Gwendolyn Brooks, Illinois Poet Laureate
- 1985 Teacher of the Year Award, Township High School District 214, IL
- 1985 Teaching Award, Outstanding Area High School Writing Teacher, English Department, Harper College, Illinois: "Award of Excellence for Creating Writers"
- 1982 Outstanding Graduate Student Researcher, Communication Studies Department, UNC-Chapel Hill
- 1979-1985 Teaching Excellence, Honor Roll of Illinois English Teachers, Illinois Association of Teachers of English (recognized annually except 1980-81 when on leave)

AREAS OF RESEARCH, TEACHING, AND DEVELOPMENT

Diversity and equity in teaching, teacher education, mentoring, teacher development; classroom-based teacher inquiry; teaching and learning English language arts in culturally/linguistically diverse classrooms and schools; LGBTQ issues in education

PUBLICATIONS

Books

Achinstein, B., & Athanases, S. Z. (2006). (Eds.). *Mentors in the making: Developing new leaders for new teachers*. New York: Teachers College Press (School Reform Series).

Achinstein, B., & Athanases, S. Z. A new vision of mentoring new teachers (pp. 1-20).

Athanases, S. Z., & Achinstein, B. Mentors' knowledge of formative assessment: Guiding new teachers to look closely at individual students (pp. 23-37).

Achinstein, B., & Athanases, S. Z. Mentors' knowledge of equity and diversity: Maintaining a bifocal perspective on new teachers and their students (pp. 38-54).

Athanases, S. Z., with Abrams, J., Jack, G., Johnson, V., Kwock, S., McCurdy, J., Riley, S., & Totaro, S. Adopt, adapt, invent: Induction leaders designing mentor curriculum (pp. 83-95).

Athanases, S. Z., Nichols, L., Metzinger, L., & Calkins, R. Mentors as induction leaders: Solving organizational challenges to develop effective mentor programs (pp. 151-164).

Achinstein, B., & Athanases, S. Z. (2006). Toward a knowledge base for effective mentoring: Conclusions and future directions for theory and practice (pp. 177-181).

Athanases, S. Z., Bennett, L. H., & Wahleithner, J. M. (submitted; resubmission in preparation). *Our own data, our own reforms: Inquiry and innovation among teacher education students and faculty*.

Refereed Journal Articles and Book Chapters

Athanases, S. Z. (in press). A curricular conversation in teacher education: In the domain of dialogic teaching. In R. K. Durst, G. E. Newell, & J. D. Marshall. *English language arts research and teaching: Revisiting and extending Arthur Applebee's contributions*. Routledge.

de Oliveria, L. C., & Athanases, S. Z. (in press). A framework to re-envision instructional scaffolding for linguistically diverse learners. *Journal of Adolescent and Adult Literacy*.

Wong, J. W., Athanases, S. Z., & Banes, L. C. (in press). Developing as an agentive bilingual teacher: Self-reflexive and student-learning inquiry as teacher education resources. *International Journal of Bilingual Education and Bilingualism*.

Athanases, S. Z., Sanchez, S., & Bronte, C. M. (in press). Teacher advocacy. In *TESOL Encyclopedia of English Language Teaching*. Wiley.

- Athanases, S. Z., Achinstein, B., Curry, M., & Ogawa, R. (2016). The promise and limitations of a college-going culture: Toward cultures of engaged learning for low-SES Latina/o youth. *Teachers College Record*, 118, 60 pages.
- Banes, L. C., Martinez, D. C., Athanases, S. Z., & Wong, J. W. (2016). Self-reflexive inquiry into language use and beliefs: Toward more expansive language ideologies. *International Multilingual Research Journal*, 10(3), 168-187.
- Bennett, L. H., Athanases, S. Z., & Wahleithner, J. M. (2016). "Like a ball and glove": Teachers' reports of the learning that happens through inquiry. *Action in Teacher Education*, 38(1), 49-69.
- Athanases, S. Z., Banes, L. C., & Wong, J. W. (2015). Diverse language profiles: Leveraging resources of potential bilingual teachers of color. *Bilingual Research Journal*, 38(1), 65-87.
- Athanases, S. Z., Wong, J. W., & Banes, L. C. (2015). Self-reflexive inquiry in teacher education for diversity: Tapping and leveraging resources for language teachers' career trajectories. In P. Haworth & C. Craig (Eds.), *The career trajectories of English language teachers*. Oxford Studies in Comparative Education.
- Athanases, S. Z., Bennett, L. H., & Wahleithner, J. M. (2015). Adaptive teaching for English language arts: Following the pathway of classroom data in preservice teacher inquiry. *Journal of Literacy Research*, 47(1), 83-114.
- Athanases, S. Z. (2015). Teachers striving with urban youth to challenge and nurture the intellect within. *Equity Alliance*. (published online).
- Athanases, S. Z., & de Oliveira, L. C. (2014). Scaffolding versus routine support for Latina/o youth in an urban school: Tensions in building toward disciplinary literacy. *Journal of Literacy Research*, 46(2), 263-299.
- Achinstein, B., Curry, M. W., Ogawa, R. T., & Athanases, S. Z. (2014). Organizing high schools for Latina/o youth success: Boundary crossing to access and build community wealth. *Urban Education*. doi: 10.1177/0042085914550413.
- Athanases, S. Z. (2014). Mentoring and mediating the interface of multiple knowledges in learning to teach challenging content. In C. J. Craig & L. Orland-Barak (Eds.). *International teacher education: Promising pedagogies, Vol. I* (pp. 403-426). Bingley, UK: Emerald Group Publishing Limited.
- Athanases, S. Z. (2014). Mentoring new teachers: Focus on diverse learners, challenging content, and larger contexts of teaching. In G. Kelchtermans, J. Ormaza, D. Iturralde, & S. Janssen (Eds.), *Education quality as a generator for change*. Quito, Ecuador: Ministry of Education-VVOB.
- (In Spanish): Mentoría para los nuevos docentes: Atención centrada en estudiantes de inglés como segundo idioma y de características diversas, contenido desafiante y contextos más amplios de la enseñanza. In *Formación de docentes: generadora de cambio para una educación de calidad*.

- Athanases, S. Z., & Wahleithner, J. M. (2013). Educators' conceptions of academic literacy and language. In M. B. Arias & C. J. Faltis (Eds.), *Academic language in second language learning* (pp. 125-146). Charlotte, NC: Information Age Publishing.
- Athanases, S. Z., Wahleithner, J. M., & Bennett, L. H. (2013). Learning about English learners' content understandings through teacher inquiry: Focus on writing. *The New Educator*, 9(4), 304-327.
- Athanases, S. Z. (2013). Questioning and inquiry in mentoring new teachers of English: A focus on learners. *English Journal*, 102(3), 40-48 (Themed: Mentoring and Teacher Development).
- Athanases, S. Z., Bennett, L. H., & Wahleithner, J. M. (2013). Fostering data literacy through preservice teacher inquiry in English language arts. *The Teacher Educator*, 48(1), 8-28.
- Achinstein, B., Athanases, S. Z., Curry, M. W., Ogawa, R. T., & de Oliveira, L. C. (2013). These doors are open: Community wealth and health as resources in strengthening education for lower-income Latino youth. *Leadership* (May/June), 30-34.
- Athanases, S. Z., Bennett, L. H., & Wahleithner, J. M. (2013). Responsive teacher inquiry for learning about adolescent English learners as developing writers. In L. C. de Oliveira & T. Silva (Eds.), *L2 writing in secondary classrooms: Student experiences, academic issues, and teacher education* (pp. 149-165). NY: Routledge.
- Athanases, S. Z., Wahleithner, J. M., & Bennett, L. H. (2012). Learning to attend to culturally and linguistically diverse learners through teacher inquiry in teacher education. *Teachers College Record*, 114(7), 50 pages.
- Athanases, S. Z. (2012). Maintaining high challenge and high support for California's diverse learners. *Leadership*, 42(1), (Themed Issue: Learning & the Classroom, Sept/Oct), 18-22, 36.
- Athanases, S. Z. (2011). Research as praxis: Documenting the dialectical relationship between theory and practice. In D. Lapp & D. Fisher (Eds.), *Handbook of research on teaching the English language arts, 3rd Ed* (pp. 358 -363). Sponsored by the International Reading Association and the National Council of Teachers of English. Erlbaum/Taylor Francis.
- Athanases, S. Z., & de Oliveira, L. C. (2011). Toward program-wide coherence in preparing teachers to teach and advocate for English language learners. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms* (pp. 195-215). NY: Routledge/Taylor & Francis.
- Achinstein, B., & Athanases, S. Z. (2010). Mentoring for equity: Focusing new teachers on English language learners. In J. Wang, S. J. Odell, & R. T. Clift (Eds.), *Past, present, and future research on teacher induction: An anthology for researchers, policy makers, and practitioners* (pp. 187-204). Commission on Teacher Induction and Mentoring, Association of Teacher Educators. NY: Rowman & Littlefield.

- Achinstein, B., & Athanases, S. Z. (2010). New teacher induction and mentoring for educational change. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds.), *International Handbook on Educational Change, 2nd edition* (pp. 573-594). NY: Springer.
- Athanases, S. Z., & de Oliveira, L. C. (2008). Advocacy for equity in classrooms and beyond: New teachers' challenges and responses. *Teachers College Record, 110*(1), 64-104.
- Athanases, S. Z., Abrams, J., Jack, G., Johnson, V., Kwock, S., McCurdy, J., Riley, S., & Totaro, S. (2008). Curriculum for mentor development: Problems and promise in the work of new teacher induction leaders. *Journal of Curriculum Studies, 40*(6), 743-770.
- Athanases, S. Z., & Comar, T. A. (2008). The performance of homophobia in early adolescents' everyday speech. *Journal of Gay and Lesbian Youth: An International Quarterly Devoted to Research, Policy & Practice, 5*(2), 9-32.
- Athanases, S. Z. (2008). Theatre and theory partnered through ethnographic study. In J. Flood, S. B. Heath, & D. Lapp (Eds.), *Handbook of research on teaching literacy through the visual and communicative arts, 2nd edition* (pp. 121-129). Mahwah, NJ: Lawrence Erlbaum.
- Athanases, S. Z., & de Oliveira, L. C. (2007). Conviction, confrontation, and risk in new teachers' advocating for equity. *Teaching Education, 18*(2), 123-136.
- de Oliveira, L. C., & Athanases, S. Z. (2007). Graduates' reports of advocating for English language learners. *Journal of Teacher Education, 58*(3), 202-215.
- Athanases, S. Z. (2006). Deepening teacher knowledge of multicultural literature through a university-schools partnership. *Multicultural Education, 13*(4), 17-23.
- Athanases, S. Z., & Martin, K. J. (2006). Learning to advocate for educational equity in a teacher credential program. *Teaching and Teacher Education: An International Journal of Research and Studies, 22*(6), 627-646.
- Achinstein, B., & Athanases, S. Z. (2005). Focusing new teachers on diversity and equity: Toward a knowledge base for mentors. *Teaching and Teacher Education: An International Journal of Research and Studies, 21*(7), 843-862.
- Athanases, S. Z. (2005). Performing the drama of the poem: Workshop, rehearsal, and reflection. *English Journal, 95*(1), 88-96.
"Outstanding Article" (Honorable Mention) Edwin M. Hopkins Award, *English Journal*, Volumes 94-95, by Non-Secondary Teacher, NCTE
- Athanases, S. Z. (2003). Thematic study of literature: Middle school teachers, professional development, and educational reform. *English Education* (Themed: English Education in Middle Grades), *35*(2), 107-121.
- Athanases, S. Z., & Achinstein, B. (2003). Focusing new teachers on individual and low performing students: The centrality of formative assessment in the mentor's repertoire of practice. *Teachers College Record, 105*(8), 1486-1520.

Named "Top article published on teacher education, 2003-05": Recipient of Distinguished Research Award, Association of Teacher Educators

- Athanases, S. Z., & Larrabee, T. G. (2003). Toward a consistent stance in teaching for equity: Learning to advocate for lesbian- and gay-identified youth. *Teaching and Teacher Education: An International Journal of Research and Studies*, 19(2), 237-261.
- Athanases, S. Z. (1999). Building cultural diversity into the literature curriculum. In E. R. Hollins, & E. I. Oliver (Eds.), *Pathways to success: Culturally responsive teaching* (pp. 139-155). Mahwah, NJ: Erlbaum.
- Athanases, S. Z. (1998). Diverse learners, diverse texts: Exploring identity and difference through literary encounters. *Journal of Literacy Research*, 30(2), 273-296. (Special Themed Issue on Multicultural Issues in Literacy Research and Practice.)
- Athanases, S. Z. (1997). Ethnography for the study of performance in the classroom. In J. Flood, S. B. Heath, & D. Lapp (Eds.), *A handbook for literacy educators: Research on teaching the communicative and visual arts* (pp. 95-107). NY: Macmillan.
- Athanases, S. Z. (1996). The promise and challenges of educational portfolios. In J. Barton & A. Collins (Eds.), *Portfolio assessment: A handbook for educators* (pp. 99-109). NY: Addison-Wesley.
- Athanases, S. Z. (1996). A gay-themed lesson in an ethnic literature curriculum: Tenth graders' responses to "Dear Anita." *Harvard Educational Review*, 66(2), 231-256.
- Reprinted: (2011). In K. P. Afolabi, C. Bocala, R. C. DiAquoi, J. M. Hayden, I. A. Liefshitz, & S. S. Oh (Eds.), *Education for a multicultural society* (pp. 233-259). Cambridge, MA: Harvard Educational Review. (In Part II: *Talking back: The power of counter-narratives to challenge dominant discourses in education*.)
- Reprinted: (1999). In I. Shor & C. Parii (Eds.), *Education is politics. Critical teaching across differences K-12: A tribute to the life and work of Paulo Freire* (pp. 72-99). Portsmouth, NH: Heinemann.
- Athanases, S. Z., & Heath, S. B. (1995). Ethnography in the study of the teaching and learning of English. *Research in the Teaching of English*, 29(3), 262-287.
- Athanases, S. Z., Christiano, D., & Lay, E. (1995). Fostering empathy and finding common ground in multiethnic classes. *English Journal*, 84(3), 26-34.
- Reprinted. (2012). In J. O. Milner, L. M. Milner, & J. F. Mitchell (Eds.), *Bridging English, 5th Ed.* Pearson.
- Reprinted (1997). In R. E. Long (Ed.), *Multiculturalism* (pp. 57-70). NY: H. W. Wilson.
- Athanases, S. Z. (1994). Teachers' reports of the effects of preparing portfolios of literacy instruction. *The Elementary School Journal*, 94(4), 421-439.
- Athanases, S. Z. (1993). Cross-cultural swapping of mother and grandmother tales in a tenth grade discussion of *The Joy Luck Club*. *Communication Education*, 42(4), 282-287.

- Athanases, S. Z. (1993). Adapting and tailoring lessons: Fostering teacher reflection to meet varied student needs. *Teacher Education Quarterly*, 20(1), 71-81.
- Athanases, S. Z. (1993). Reader response criticism and classroom literature discussion. In G. E. Newell & R. K. Durst (Eds.), *Exploring texts: The role of discussion and writing in the teaching and learning of literature* (pp. 259-282). Norwood, MA: Christopher-Gordon.
- Athanases, S. Z., Caret, E., Canales, J., & Meyer, T. (1992). Four against "The two-worlds pitfall": University-schools collaboration in teacher education. *English Education*, 24(1), 34-51.
- Athanases, S. Z., Christiano, D., & Drexler, S. (1992). Family gumbo: Urban students respond to contemporary poets of color. *English Journal*, 81(5), 45-54.
- Reprinted (1993). *Rethinking Schools: An Urban Educational Journal*, 7(4), 8-10, 23.
- Athanases, S. Z. (1991). When print alone fails poetry: Performance as a contingency of literary value. *Text and Performance Quarterly*, 11(2), 116-127.
- Athanases, S. Z. (1989). Giving them voice: Models and blunders. *Language Arts*, 66(7), 736-741.
- Athanases, S. Z. (1988). Developing a classroom community of interpreters. *English Journal*, 77(1), 45-48.
- Athanases, S. Z. (1988). Character glimpses. In *Ideas Plus, Book Six*. Urbana, IL: National Council of Teachers of English, 47-49.
- Athanases, S. Z. (1985). It's a sin to kill *Mockingbird*. In *Literature: News that stays news, Classroom Practices in Teaching English*. Urbana, IL: National Council of Teachers of English, 80-83.
- Athanases, S. Z. (1983). Audiences for high school writers. *The Iowa English Bulletin*, 32(1 & 2), 19-23.
- Athanases, S. Z. (1982). Structuring small groups for the secondary English class. *Structuring for success in the English classroom, Classroom Practices in Teaching English*, Urbana, IL: National Council of Teachers of English, 7-10.

Other Articles in Teaching Journals, Reviews, Reports

- Athanases, S. Z. (1997). NCTE and the International Reading Association, *Standards for the English language arts*. *Communication Education*, 46(1), 70-73.
- Athanases, S. Z. (1990). *Assessing teacher skills and knowledge in the selection and use of literature in the elementary grades* (Teacher Assessment Project Report L5). Stanford, CA: Stanford U.
- Athanases, S. Z. (1990). *Assessing the teaching of literacy in the elementary grades: Project overview* (Teacher Assessment Project Report L1). Stanford, CA: Stanford University.

- Athanases, S. Z. (1990). *Assessing the planning and teaching of integrated language arts in the elementary grades* (Teacher Assessment Project Report L3). Stanford, CA: Stanford Univ.
- Vavrus, L., Calfee, R. C., Athanases, S. Z., Chin, E., & Wolf, K. (1989). *Portfolio development handbook for teachers of elementary literacy* (Teacher Assessment Project Report L6). Stanford, CA: Stanford.
- Vavrus, L., Athanases, S. Z., Chin, E., & Wolf, K. (1989). *Literacy examiner's handbook for the assessment center* (Teacher Assessment Project Report L7). Stanford, CA: Stanford Univ.
- Athanases, S. Z. (1988). Theory and pedagogy in history. In J. A. Langer & A. N. Applebee (Eds.), *Speaking of knowing: Conceptions of learning in academic subjects*. Final Report, US Department of Education, Grant No. G008610967.
- Earthman, E., & Athanases, S. Z. (1988). Theory and pedagogy in literature. In J. A. Langer & A. N. Applebee (Eds.), *Speaking of knowing: Conceptions of learning in academic subjects*. Final Report, US Department of Education, Grant No. G008610967.
- Athanases, S. Z. (1988). Amy Shuman, *Storytelling rights: The uses of oral and written texts by urban adolescents*, NY: Cambridge U. Press, *Anthropology and Education Quarterly*, 19(3), Sept., 290-292.
- Athanases, S. Z., & Rebitzer, S. (1986). *The Writing Series*, Teacher's Video Exchange, Chicago, IL.
- Athanases, S. Z. (1983). Jane P. Tompkins (Ed.), *Reader-response criticism: From formalism to post-structuralism*, *Literature in Performance* (now *Text and Performance Quarterly*), 3(2), 81-83.
- Athanases, S. Z. (1983). Jonathan Culler, *The pursuit of signs: Semiotics, literature, deconstruction*, *Literature in Performance* (now *Text and Performance Quarterly*), 3(2), 81-83.
- Athanases, S. Z. (1982). "Whaddaya Mean, `Be Specific?': A Process for Teaching Detail. In *Producing award-winning student writers: Tips from successful teachers*, *Illinois English Bulletin*, Fall, 34-42.
- Athanases, S. Z. (1981). Images--those `real toads' of poetry. *Producing award-winning student poets: Tips from successful teachers*, *Illinois English Bulletin*, Spring, 33-41.
- Athanases, S. Z. (1981). Research findings from student performances of James Dickey's `The Leap,'" ERIC Document.

Creative Works: Poetry

- Athanases, S. Z. (2002). Old teachers when I started (after Levertov). (Poem). *English Journal*, 91(5).
- Athanases, S. Z. (1992). Tom. (Poem). *The San Francisco Bay Guardian*. Winners of the 7th Annual Bay Guardian Poetry Contest. January 8, p. 22.

Athanases, S. Z. (1991). Letter from the farm. (Poem). *English Journal*, 80(7).

Athanases, S. Z. (1990). About fathers (Today Ernie). (Poem). *English Journal*, 79(7).

Athanases, S. Z. (1990). After the canoe trip: How we leave the boundary waters. (Poem). *English Journal*, 79(5).

Athanases, S. Z. (1982). Highrise. (Poem). *Midway Review IV*, 19.

Athanases, S. Z. (1981). Deli. (Poem). *The Spoon River Quarterly*, Winter, 49-50.

Manuscripts in Review (3.17)

Athanases, S. Z., Banes, L. C., Wong, J. W., & Martinez, D. C., Athanases, S. Z. (submitted 2.17). Exploring linguistic diversity from the inside out: Implications of self-reflexive inquiry for teacher education. (In review with *Journal of Teacher Education*).

Manuscripts in Preparation (3.17)

Athanases, S. Z. (in preparation). Locked in sequence: Instruction in a college-for-all school culture for low-SES urban Latinx youth. (to be submitted to *Teaching and Teacher Education*)

Athanases, S. Z., Martin, L., Bronte, C. M., & Sanchez, S. (in preparation). Engaging problems of teaching practice: Complexity, coherence, and reconstruals in learning to teach. (to be submitted to *English Education*)

Martin, L., Athanases, S. Z., Sanchez, S., & Bronte, C. M. (in preparation). Creating visual representations to support Learning in the “messy” domain of teaching.

Athanases, S. Z. (in preparation). Learning from and about emergent bilingual learners and their learning: Contributions of preservice teacher inquiry. *The Educational Forum*. Themed Issue: The Preparation and Development of Mainstream Teachers for Linguistically Diverse Classrooms.

Athanases, S. Z. (in preparation). A conceptual framework for infusing LGBTQ lives and issues in teacher education programwide.

Athanases, S. Z. (in preparation). Boundary crossing within school to support Latina/o students’ critical thinking in the Humanities: The case of Anand.

Athanases, S. Z., & Reed, E. D. (in preparation). Sixth graders’ developing understanding of themes in literature: Collaborative assessment with teachers involved in educational reform.

Athanases, S. Z. (in preparation). Four teachers’ diverse engagement with professional development on themes-based literature instruction.

Athanases, S. Z. (in preparation). Fostering assessment literacy among teachers involved in a thinking-based middle school reform.

Limited Distribution Publications

Achinstein, B., & Athanases, S. Z. (2007). Complex mentor knowledge focuses new teachers on equity. *Reflections, IX*(1), 10-11, 18. Santa Cruz, CA: New Teacher Center. University of California, Santa Cruz.

Athanases, S. Z., in collaboration with Caillier, S., Campbell, S., Crider, S., Horvath, L., & Lück, K. (2002). *Assessments of teaching in a current sampling of teacher education programs in California*. A Report for Performance Assessment for California Teachers (PACT): A Research and Development Consortium of the UC, Stanford, Mills College, and CSU, Exploring Alternative Assessments of Teaching in Teacher Education. (12 pp. single space report & 17 pp. appendix of catalogued assessments)

Athanases, S. Z., & Haertel, E. D. (2001). *Evaluating communities of learners*. Final Report to the Mellon Foundation, for the Reinventing Communities of Learners Distributed Research Center. Stanford, CA: Stanford University. (27 pages, single-spaced)

Athanases, S. Z., & Martin, K. J. (2001). *Report of results of focus groups study of the UC-Davis Teacher Credential programs: Based on 5 focus groups conducted May-July, 2000*. California Commission on Teacher Credentialing. (12 pages, including appendices)

Athanases, S. Z., Lawrence, S., Barton, J., Secules, T., & Drexler, S. (2000). *Principled practice for fostering and assessing students' thematic understanding: Thematic focus for a 6th grade literature curriculum on rights and responsibilities*. Evaluating Communities of Learners Project Binder, for Schools for Thought, Nashville Metro Schools & Vanderbilt U. Stanford, CA: Stanford University. (60 page spiral bound pub.)

Athanases, S. Z., & Reed, E. D. (1997). *Assessing students' thematic understanding in a sixth grade literature curriculum*. (Evaluating Communities of Learners Project Binder). Stanford, CA: Stanford University. (50 page spiral-bound publication)

Athanases, S. Z. (1997). *Classroom assessments of student reasoning*. (Evaluating Communities of Learners Project Binder). Stanford, CA: Stanford University. (20 pp. spiral-bound pub.)

Athanases, S. Z. (1996). *Assessing big ideas learning in the teaching of literature* (Evaluating Communities of Learners Project Report). Stanford, CA: Stanford University.

Athanases, S. Z. (Ed.). (1996). *What's really goin' on: Voices in poetry by Oakland Technical High School Interlinks students*. Stanford, CA: Stanford University. (36 page spiral bound edited volume of student poetry written during collaborative research project with David Christiano and Susan Drexler, Interlinks teachers)

GRANTS

- 2015 Faculty Research Grant, University of California, Davis
- 2014 Faculty Research Grant, University of California, Davis
- 2013 Conference on English Education Research Initiative Award/Grant
Common Core and Beyond: Mapping Multiple Knowledge Sources in Preservice Teacher Inquiry for Learning to Teach Culturally and Linguistically Diverse Youth
- 2012 Faculty Research Grant, University of California, Davis
- 2011 Catalyst Grant, School of Education Advisory Board (Inaugural recipient), UC Davis
Learning to Teach Analytic Reading and Writing with Diverse Learners
- 2010-2013 William T. Grant Foundation Grant, Co-PI, with B. Achinstein & R. Ogawa,
Organizing Schools and Classrooms to Engage Latina/o Youth in Academically Challenging Work, \$590,000
- 2010-2012 Spencer Foundation Grant: *Learning to Attend to Culturally and Linguistically Diverse Learners through Data in Preservice Teacher Inquiry*, \$50,000
- 2008 Seed Grant for Outreach Activities, University of California, Davis, *Developing and Studying Academic and Adolescent Literacies in Partnership with Regional Educators*
- 2002 Faculty Research Grant, University of California, Davis
- 1999 Andrew W. Mellon Foundation & Vanderbilt U., (co-author/project director with Ed Haertel, PI, Stanford) *Evaluating Communities of Learners*, \$225,000 continuation grant
- 1999 Faculty Research Fellowship, University of California, Davis
- 1991 Grant-in-Aid, National Council of Teachers of English Research Foundation
- 1990 Stanford University Doctoral Dissertation Grant
- 1985 Graduate Student Fellowship, Stanford University

TEACHING EXPERIENCE

University of California, Davis, School of Education

Research on Teacher Education & Development
 Cultural Diversity and Education in a Sociopolitical Context
 Teacher Inquiry: Introduction and Data Collection (English): General
 Teacher Inquiry: Introduction and Data Collection (English): Focus on Classroom Discourse
 Teacher Inquiry: Data Collection & Analysis (English)
 Research on Response to Culturally Diverse Literature, K-12
 Research on Classroom Literature Discussion & Drama, K-16
 Teaching in Secondary Schools
 Supporting Writing in and for the Academy: Rhetorical Strategies

Stanford University, School of Education

Curriculum and Instruction in English
 Curriculum and Instruction in the Teaching of Literature

Mills College, Department of Education

Curriculum and Instruction in Secondary Schools, I
 Curriculum and Instruction in Secondary Schools, II

University of North Carolina, Chapel Hill, Department of Communication Studies
Oral Interpretation/Performance of Literature

Oakland Unified School District, Oakland, CA

Partially team-taught as part of two-year research project:
World Cultures (History/English linked curriculum, Grade 10)
U.S. History and Literature (linked curriculum, Grade 11)

Township High School District 214, Arlington Heights/Mt. Prospect, IL
90 semester-long grades 9-12 courses:

Introduction to Composition, Grade 9
Basic Writing (Composition Skills), Grade 9
Introduction to Literature, Grade 9
Literature & Composition, grade 10
Oral Interpretation/Performance of Literature, Grade 10
Creative Writing, Grades 11-12
Advanced Reading Skills, Grades 11-12
Poetry, Grades 11-12

Extracurricular: Advanced Writing Seminar, literary magazine, Individual Speech Events Coach, Science Fair Speech Coach, student writing performance showcase director, student performance assemblies coach, wilderness canoe trip organizer, guide, counselor

Multiple Schools: Central Elementary School, Libertyville, IL; University High School, Urbana, IL; Jefferson Junior High, Champaign, IL; Leal Elementary School, Urbana, IL

Creative Drama

PAPERS PRESENTED AT PROFESSIONAL MEETINGS

Recent Plenary Addresses, Keynotes, Lectures

- 2016 *Adaptive teaching for teacher education pedagogy: Accountable to diverse learners, new teacher scholars, and the profession.* Research General Session Keynote Address: Association of Teacher Educators Annual Conference, Chicago.
- 2014 *Toward academic engagement and college-readiness for diverse youth: Balancing high challenge and high support.* Illinois Education Research Council (invited keynote). Southern Illinois University, Edwardsville
- 2014 *Responsive teacher inquiry and innovation in teaching English language arts with diverse learners.* National Writing Project Radio Show: Invited one-hour interview/radio show. (With Juliet Michelsen Wahleithner and Lisa H. Bennett, moderated by Tanya Baker).
- 2013 *Mentoring new teachers: Focus on learners, content, and contexts.* Invited plenary address, International Congress on Teacher Education, Quito, Ecuador.

Papers presented:

- Athanases, S. Z., Martin, L., Sanchez, S., & Bronte, C. M. (2017). Complexity, coherence, and reconstruals of knowledge and practice in curricular conversations in teacher education. AERA Annual Meeting, San Antonio.
- Athanases, S. Z. (2017). From sequential to expansive learning for urban Latina/o youth: Toward high challenge and meaningful support. AERA Annual Meeting, San Antonio.
- Martin, L., Athanases, S. Z., Sanchez, S., & Bronte, C. M. (2017). Creating visual representations to support learning in the “messy” domain of teaching. AERA Annual Meeting, San Antonio.
- Athanases, S. Z., Banes, L. C., Wong, J. W., & Martinez, D. C. (2017). Exploring linguistic diversity from the inside out: Self-reflexive inquiry, linguistic repertoires, and implications for teacher education. National Council of Teachers of English Assembly on Research (NCTEAR) Conference, San Francisco.
- Wong, J. W., & Athanases, S. Z. (2017). Developing an agentive problem-solving bilingual teacher: Self-reflexive and student-focused inquiry as teacher education resources. National Council of Teachers of English Assembly on Research (NCTEAR) Conference, San Francisco.
- Athanases, S. Z., Martin, L., Bronte, C. M., & Sanchez, S. (2016). Resources, inquiry, and cartography: Developing knowledge for teaching challenging ELA topics with diverse youth. Literacy Research Association Annual Meeting, Nashville, TN.
- Athanases, S. Z., Banes, L. C., Wong, J. W., & Martinez, D. C. (2016). Toward leveraging discoveries about language use for teaching linguistically diverse students. Literacy Research Association Annual Meeting, Nashville, TN.
- Wong, J. W., Athanases, S. Z., & Banes, L. C. (2016). Linking and leveraging resources in early-career practices: Case study of an immigrant Latina bilingual educator. American Educational Research Association Annual Meeting, Washington DC.
- Banes, L. C., Martinez, D. C., Athanases, S. Z., & Wong, J. W. (2016). Education students’ experiences with and beliefs about language use: Toward more expansive language ideologies. AERA Annual Meeting, Washington DC.
- Athanases, S. Z. (2015). Common core and beyond: Mapping multiple knowledge sources in preservice teacher inquiry for learning to teach diverse youth. In session: Critical Issues in English Education: Research by Conference on English Education Research Initiative Award Winners. National Council of Teachers of English Convention, Minneapolis.
- Athanases, S. Z., Wong, J. W., & Banes, L. C. (2015). Self-reflexive inquiry into language history, repertoires, and ideologies: Tapping and leveraging resources for future language teaching. National Council of Teachers of English Annual Convention, Minneapolis.
- Athanases, S. Z. (2015). Teacher education instructor as mentor of collective inquiry: Pattern-finding and knowledge synthesis in addressing a problem of practice. In international symposium:

- Core issues in the study of mentoring in pre-service education: Towards an integrative research agenda.* American Educational Research Association Annual Meeting, Chicago.
- Athanases, S. Z. (2015). Conceptualizing Social Justice in Teacher Education: Focus on Diverse LGBTQ Youth, Families, and Educators. In Presidential Session: In the name of justice: Actions *for* and *against* justice. AERA Annual Meeting, Chicago.
- Athanases, S. Z., Banes, L. C., & Wong, J. W. (2015). Diverse language profiles: Leveraging resources of potential bilingual teachers of color. AERA Annual Meeting, Chicago.
- Athanases, S. Z., Banes, L. C., Wong, J. W., & Martinez, D. C. (2015). Toward leveraging discoveries about language use for teaching linguistically diverse students. AERA, Chicago.
- Athanases, S. Z. (2013). Innovations in mentoring new teachers for the future of English. National Council of Teachers of English Annual Convention, Boston.
- Athanases, S. Z., de Oliveira, L. C. (2013). The promise and tensions in scaffolding academically challenging work with lower-income Latina/o youth. NCTE Annual Convention, Boston.
- Athanases, S. Z., Wahleithner, J. M., & Bennett, L. H. (2013). Learning about English learners' content understandings through teacher inquiry: Focus on writing. AERA, San Francisco.
- Athanases, S. Z. (2013). Permeable boundaries for expanding opportunities to learn in classrooms at an urban high school. (For symposium: Organizing schools for Latina/o students' opportunities to learn: Boundary crossing within/beyond an urban school, R. Ogawa, Chair). AERA Annual Meeting, San Francisco.
- Athanases, S. Z. (2013). Mapping the interface of multiple knowledge sources in developing PCK. (For symposium: Qualitative methodologies for studying complexity in teacher learning, L. Orland-Barak, Organizer). AERA Annual Meeting, San Francisco.
- Bennett, L. H., Athanases, S. Z., & Wahleithner, J. M. (2013). Responsive teacher inquiry for learning about adolescent English learners as developing writers. TESOL (Teaching English to Speakers of Other Languages) Annual Meeting, Dallas.
- Bennett, L. H., Athanases, S. Z., & Wahleithner, J. M. (2013). Early-career teachers' evolving conceptions of the relationship between teaching and inquiry. AERA Meeting, San Francisco.
- Athanases, S. Z., Bennett, L., & Wahleithner, J. (2012). Fostering data literacy through preservice teacher inquiry in English language arts. AERA Meeting, Vancouver.
- Athanases, S. Z., Wahleithner, J., Bennett, L. (2012). Preservice teacher inquiry as a catalyst in developing PCK for English teaching with diverse learners. AERA Meeting, Vancouver.
- Athanases, S. Z., de Oliveira, L. C., & Padilla, S. (2012). Instructional scaffolding for Latina/o students: Building toward disciplinary literacy & academic rigor. AERA Meeting, Vancouver.

- Achinstein, B., Ogawa, R. T., & Athanases, S. Z. (2012). Organizing schools/classrooms with a college-going culture for Latina/o students: Cultural capital, comportment, and complexity. AERA Annual Meeting, Vancouver.
- Athanases, S. Z., Wahleithner, J., Bennett, L. (2011). Preservice teacher inquiry and its role in developing content knowledge for teaching English language arts. NCTE Convention, CHI.
- Athanases, S. Z. (2011). Mentoring and the discourse of responsive teacher inquiry in learning to teach culturally and linguistically diverse youth. AERA Meeting, New Orleans.
- Athanases, S. Z., Bennett, L., & Wahleithner, J. (2011). Developing adaptive expertise through preservice teacher inquiry in English language arts. AERA Annual Meeting, New Orleans.
- Athanases, S. Z., Bennett, L., & Wahleithner, J. (2011). Developing practice-based evidence through preservice teacher inquiry. AERA Annual Meeting, New Orleans.
- Athanases, S. Z., Wahleithner, J., Bennett, L. (2010). Learning to attend to culturally and linguistically diverse learners through data in preservice teacher inquiry. AERA, Denver.
- Athanases, S. Z. (2010). Tensions in learning to teach English language learners: Cases of two Latina preservice teachers. In *New directions for education in culturally/linguistically relevant teaching with culturally/linguistically diverse teachers across their careers* (Symposium). AERA Annual Meeting, Denver.
- Athanases, S. Z. (2010). Research as praxis: Documenting the dialectical relationship between theory and practice. AERA Annual Meeting, Denver.
- Wahleithner, J., & Athanases, S. Z. (2010). Linking classroom practices to students' home literacies: How do regional educators conceive of and utilize students' out of school literacies? AERA Annual Meeting, Denver.
- Athanases, S. Z., & Wahleithner, J. (2009). Academic literacy: Defining and developing educators' understandings and practice. AERA Annual Meeting, San Diego.
- Achinstein, B., & Athanases, S. Z. (2009). Mentoring new teachers for equity and the needs of English learners. In *Teaching for excellence--Professional development for teachers of emergent bilinguals* (Symposium, Christine Sleeter, Chair). AERA Meeting, San Diego.
- Athanases, S. Z., & de Oliveira, L. C. (2007). "And I opened my big mouth": Voicing and risk in new teachers' advocating for equity. AERA Annual Meeting, Chicago.
- de Oliveira, L. C., & Athanases, S. Z. (2007). Meeting the needs of English Learners: New teachers seeing, critiquing, and responding to inequities. AERA Annual Meeting, Chicago.
- Macgillivray, I. K., Walker, D., & Athanases, S. Z. (2007). A proposed longitudinal and comparative study on how best to prepare teachers for diverse populations: Filling gaps in the extant research. AERA Annual Meeting, Chicago.

- Athanases, S. Z., & Achinstein, B. (2006). Focusing new teachers on individual and low performing students: The centrality of formative assessment in the mentor's repertoire of practice. *Featured presentation of recipient of the Award for Distinguished Research in Teacher Education*, Association of Teacher Educators Conference, Atlanta.
- Athanases, S. Z. (2005). Acts of advocacy: Beginning teachers promoting equity in and beyond classrooms. National Reading Conference, Miami.
- Athanases, S. Z., & de Oliveira, L. C. (2004). New teachers' reports of advocating for educational equity. AERA Annual Meeting, San Diego.
- Athanases, S. Z. (2004). Aesthetics, analysis, and reflection on the communal: The promise of poetry in the education of urban youth. AERA Annual Meeting, San Diego.
- Athanases, S. Z., & Comar, T. A. (2004). "Fag is just another word for stupid": Seventh graders' perceptions of homophobic name-calling. AERA Annual Meeting, San Diego.
- Achinstein, B., & Athanases, S. Z. (2003). Focusing new teachers on equity: A mentor's pedagogical learner knowledge of diverse students and teachers. AERA Annual Meeting, Chicago.
- Athanases, S. Z., & Achinstein, B. (2003). Focusing new teachers on individual and low performing students: The centrality of formative assessment in the mentor's repertoire of practice. Research Conference on Teacher Induction, San Jose, CA.
- Athanases, S. Z. (2003). The poetics and politics of place in the writing of urban youth. Davis Humanities Institute, UC-Davis.
- Athanases, S. Z. (2002). Problem-solving in university-schools partnerships. National Council of Teachers of English Annual Convention, Atlanta.
- Athanases, S. Z. (2002). Adolescents mediating worlds through poetic tools and discipline. AERA Annual Meeting, New Orleans.
- Athanases, S. Z., & Martin, K. J. (2001). Teaching and learning advocacy for educational equity in a teacher education program. AERA Annual Meeting, Seattle.
- Athanases, S. Z., & Larrabee, T. G. (2001). Within cultural diversity in education: The case for lesbian and gay youth. AERA Annual Meeting, Seattle.
- Athanases, S. Z. (2001). Competing notions of literacy and their consequences for the teaching of literature. AERA Annual Meeting, Seattle.
- Athanases, S. Z., & Haynie, K. C. (2000). Assessing and promoting the development of ideas: Middle Schoolers learning about community through literary study. AERA New Orleans.
- Athanases, S. Z., Barton, J., & Beckner, C. (2000). Solving problems in themes-based study of literature in two long-term school-university collaborations. NCTE Convention, Milwaukee.

- Athanases, S. Z. (2000). Aesthetics, analysis, and reflection on the communal: The promise of poetry in the education of urban youth. National Academy of Education Fall Forum, New York City.
- Athanases, S. Z., & Larrabee, T. G. (2000). Educating teacher credential students about LGBT issues in the context of multicultural education. University of California Annual Conference on Lesbian, Gay, Bisexual, Transgender Issues, University of California, Davis.
- Athanases, S. Z. (2000). Problem-based learning in work with teachers. Bay Area School Reform Collaborative Meeting, Santa Cruz, CA.
- Athanases, S. Z., & Reed, E. D. (1999). Sixth graders' developing understanding of themes in literature: Collaborative assessment with teachers involved in educational reform. AERA Annual Meeting, Montreal.
- Athanases, S. Z. (1998). Assessing to learn students' understandings of community through literary study. National Council of Teachers of English Convention, Nashville.
- Athanases, S. Z. (1998). Assessing middle school students' developing knowledge of curricular themes in literature study. National Council of Teachers of English Convention, Nashville.
- Athanases, S. Z. (1998). Student accountability and assessment in community-based classroom learning. National Council of Teachers of English Mid-Winter Research Conference, UCLA.
- Athanases, S. Z., Barton, J., Revercomb, B., & Kennedy, C. (1997). Fostering and assessing students' thematic understanding in literature. NCTE Convention, Detroit.
- Athanases, S. Z., & Secules, T. (1997). Fostering assessment literacy in a community of teachers involved in educational reform. AERA Annual Meeting, Chicago.
- Athanases, S. Z. (1996). Scenario to the development of assessment tools. AERA, New York.
- Athanases, S. Z. (1996). Resisting and reconstructing the past and present through poetry. In *The ethnography of re-lived experience* (Symposium). American Anthropological Association Meeting, San Francisco.
- Athanases, S. Z. (1996). Effective teaching in multiple sites: The work of Beverly Whitaker Long. National Communication Association Convention, San Diego.
- Athanases, S. Z. (1994). Diverse learners, diverse texts: Urban tenth-graders' reports of memorable literary works. National Reading Conference, San Diego.
- Athanases, S. Z., & Jordan, M. (1994). Conversations about literature, culture, and planning in a community of urban high school teachers. National Reading Conference, San Diego.
- Athanases, S. Z., & Lew, A. (1994). Using oral language activities to explore cultural diversity in literature. NCTE Convention, Orlando.

- Athanases, S. Z. (1994). Presentations of the Promising Researchers in English Education. National Council of Teachers of English Convention, Orlando.
- Pence, P., Jordan, L., & Athanases, S. Z. (1994). The National Board Certification of English teachers: A review and critique. NCTE Convention, Orlando.
- Athanases, S. Z. (1994). Shaping classroom discourse for thinking: A comparison of two 10th-grade discussions of literature. AERA Annual Meeting, New Orleans.
- Athanases, S. Z. (1994). Learning through culture in the study of multicultural literature. AERA Annual Meeting, New Orleans.
- Athanases, S. Z. (1994). Linking urban students' knowledge to the literature curriculum. National Council of Teachers of English Mid-Winter Research Conference, Chicago.
- Athanases, S. Z. (1994). Discourse about literature and diversity. Western Speech Communication Association Convention, San Jose.
- Athanases, S. Z. (1992). Socializing urban tenth graders to response-based discussions of ethnic literature. American Educational Research Association Annual Meeting, San Francisco.
- Athanases, S. Z., Gura, T., & Long, B. W. (1991). Literature of our diversified American families: Materials and methods. NCTE Convention, Seattle.
- Athanases, S. Z. (1991). Alternative assessments of literacy teaching: Results of a two-year teacher assessment project. AERA Annual Meeting, Chicago.
- Athanases, S. Z. (1990). Using teacher portfolios to assess planning, instruction, and teacher reflection in elementary language arts. AERA Annual Meeting, Boston.
- Athanases, S. Z., Dolan, J., & Dillon, D. (1989). Problems in the assessment of teacher portfolios of integrated language arts instruction. AERA Annual Meeting, San Francisco.
- Athanases, S. Z. (1989). University-schools collaboration in the education of novice teachers: Principled practice for teaching literature. NCTE Conference, Charleston.
- Athanases, S. Z. (1988). Recitation and discussion in high school talk about literature. National Reading Conference, Tucson.
- O'Flahavan, J., Athanases, S. Z., & Hanssen, E. (1988). A synthesis of theories of discussion. National Reading Conference, Tucson.
- Wolf, K., Athanases, S. Z., & Chin, E. (1988). A strategy for the assessment of teachers of elementary literacy. National Reading Conference, Tucson.
- Athanases, S. Z. (1988). The articulation of value contingencies in the performance of literature class. National Communication Association Annual Convention, New Orleans.

- Athanases, S. Z., & Barton, J. (1988). Deep double game: Teaching oral interpretation of literature to enhance reading comprehension. International Reading Association Convention, Toronto.
- Athanases, S. Z. (1987). Rehearsal and classroom strategies from a reader-oriented theoretical perspective. National Communication Association Annual Convention, Boston.
- Athanases, S. Z. (1986). Stanley Fish: Possibilities for interpretation pedagogy and theory. National Communication Association Convention, Chicago.
- Athanases, S. Z. (1984). Knowing a poem through performance: *Spoon River Anthology*. National Council of Teachers of English Annual Convention, Detroit.
- Athanases, S. Z. (1984). Gwendolyn Brooks: Chicago's poet reads from her works: Introduction and chaired session. National Communication Association Annual Convention, Chicago.
- Athanases, S. Z. (1981). Research findings from student performances of James Dickey's "The Leap." National Communication Association Annual Convention, Anaheim.

Talks, Workshops: sampling of participants and audiences

Association of Teacher Educators Annual Meeting
 International Congress on Teacher Education, Quito, Ecuador
 Illinois Education Research Council
 Georgia State University College of Education, Research Keynote
 Folsom Lake College, Los Rios District, CA
 Every Child a Reader and Writer, California Literacy Initiative, Noyce Foundation
 Leadership Network for Teacher Induction, New Teacher Center, UC-Santa Cruz
 Alliance for Collaborative Change in Education in School Systems (ACCESS), UC-Berkeley and
 Oakland Unified School District Partnership
 San Mateo-Foster City Public School District
 Santa Clara Public School District
 Bay Area Schools Reform Collaborative
 Schools for Thought and Nashville Metro Schools
 Schools for Thought Summer Institute, St. Louis
 Mills College Department of Education, Oakland, CA
 Cook County Association of School Principals, Chicago
 Chicago Public Schools Faculty
 Stanford Teacher Education Program, Stanford University
 Sacramento Region California Literature Project, California State University, Sacramento
 Area 3 Writing Project, University of California, Davis
 HERALD Literacy Project, San Francisco Unified School District
 University of Iowa College of Education
 Gwendolyn Brooks Laureate Awards for Poetry, University of Chicago
 Illinois Association of Teachers of English
 Township High School District 214 Writing Workshops for Teachers and Students
 Carolinas Speech Association

A sampling of topics from addresses and workshops

Toward academic engagement and college-readiness for diverse youth: Balancing high challenge and high support
 Responsive teacher inquiry and innovation in teaching English language arts with diverse learners
 Action research in leadership of new teacher mentor programs
 Getting the most out of your mentoring relationships
 Teaching middle school students to respond in writing to expository text
 Writing in the content areas
 Literacy routines to promote literary understanding
 Strategies to promote effective narrative writing in K-5 classrooms
 Fostering classroom assessment literacy
 Fostering thematic understanding in middle grades curricula
 Classroom environments and instruction to promote cultural diversity
 Designing instructional scaffolding for language arts instruction
 Leading class discussions
 Teaching poetry, the neglected genre
 Addressing cultural diversity in urban classrooms
 Designing oral language activities to support student thinking in subject specific learning
 Developing as a teaching professional
 Using contemporary poets of color to inspire student writing
 Fostering open discussions of race, culture, and identity through multicultural literature
 Developing a literary magazine
 Bringing rigor to the teaching of creative writing
 Oral language activities across the curriculum
 Imagery and poetry writing

PROFESSIONAL LEADERSHIP AND SERVICE

2016	Awards Committee, Outstanding Research in Teaching and Teacher Education, Division K, AERA
2010-present	Editorial Review Board, <i>Educational Researcher</i>
2013-2015	Member, UC (Systemwide) Faculty Engagement Committee
2009	Member, Selection Committee, Outstanding Article on Teacher Education published in <i>Journal of Teacher Education</i>
2007-2008	Editorial Review Board, <i>Journal of Teacher Education</i>
2007-2008	Editorial Review Board, <i>Issues in Teacher Education</i>
2003	Performance Assessment for California Teachers (PACT): Developer and Trainer of Trainers for alternative system to assess student teaching performances in all subjects and grade levels, a consortium of teacher education programs of the UC campuses, Stanford University, Mills College, and several campuses of the CA State System
2002	Member, PACT English Language Arts Assessment Development Team
2001-2002	Audit/analysis of current assessments in use by PACT consortium teacher ed programs
1995-1997	Chair, Literature Special Interest Group, American Educational Research Association
1995-1996	Nominating Committee, Conference on English Education, National Council of Teachers of English (NCTE)

- 1995-1996 National Communication Association K-12 Comprehensive Language Arts Standards Committee
- 1994-1998 Commission on Teacher Education for Teachers of Urban, Rural, and Suburban Students of Color, Conference on English Education, National Council of Teachers of English
- 1994 Member, Evaluation Team, Technical Advisory Group, National Board for Professional Teaching Standards (NBPTS), reviewed examiner training procedures for assessment/scoring
- 1991-1994 Member, NBPTS Consulting and Review Teams for Assessment Development Laboratories in Early Adolescent English language arts and Early Adolescent Generalist certifications
- 1990-present Peer Reviewer of 50+ research manuscripts for research journals:
American Educational Research Journal, Educational Researcher, Urban Education, Journal of Teacher Education, Research in the Teaching of English, Reading Research Quarterly, Written Communication, Journal of Literacy Research, The New Educator, English Education, Elementary School Journal, Text and Performance Quarterly, Discourse Processes, Linguistics and Education, Journal of Homosexuality, Communication Education
- 1990- Peer reviewer: book and report manuscripts for: SUNY-Press, Teachers College Press, Routledge, Christopher-Gordon, National Center for ELA (CELA), SUNY, Albany
- 1985-1987 Committee on Allied Organizations, National Communication Association
- 1984-1986 Committee on Oral Interpretation of Literature, NCTE
- 1983-1985 Program Committee, Illinois Association of Teachers of English

UC DAVIS CAMPUS LEADERSHIP AND SERVICE

- 2016 Member, Executive Committee on Teacher Education
- 2016 Member, Search Committee for Dean of the School of Education
- 2013-present Inaugural Member, UC Davis Strength Through Equity and Diversity (STEAD) Committee: workshops for search committee members across campus focused on understanding and minimizing implicit and institutional bias in faculty recruitment
- 2013-2014 Member, Search Committee: Assistant Professor, Educational Assessment and Measurement
- 2013 Member, Search Committee: Associate Director of Teacher Education
- 2010-2012 Member, Teacher Education Task Force
- 2011-2012 Member, Teacher Education Committee on Diversity and Equity
- 2008-2012 Member, Annual Academic Literacy Summit Planning Committee, UC Davis
- 2006-2011 Chair, PhD Graduate Group in Education
- 2004-2011 Coordinator, Language, Literacy, and Culture PhD Curriculum Emphasis Area
- 2004-2011 Member, Academic Planning Council, School of Education
- 2005 Member, Search Committee: Student Services and PhD Program Lead Support Staff
- 2005-2006 Chair, Search Committee: Assistant Professor, Language and Subject Matter Learning
- 2004-2005 Co-Chair, Search Committee: Assistant Professor, Adolescent and Academic Literacy
- 2002-2003 Co-Chair, MA Development Committee
- 2001-2002 Member, Representative Assembly of the Senate Faculty
- 1999-2001 Member, Institutional Review Board

MENTORING AND ADVISING

Dissertation and Thesis Committees

- 2017 (projected) Lina Yamashita, *Making Visible the People Who Feed Us: Teaching Critical Food Literacy through Multicultural Texts* (Ph.D. dissertation)
- 2017 Katherina Sibbald, *Disciplinary Gatekeeping: Literacy Analysis and Writing Conferences* (Ph.D. dissertation)
- 2013 Lisa H. Bennett, *From Preservice to Inservice: The Development of an Inquiry Stance* (Ph.D. dissertation chair). Currently: Assistant Professor, Department of Literacy, Early, Bilingual and Special Education, Kremen School of Education and Human Development, California State University, Fresno
- 2013 Juliet Michelsen Wahleithner, *How is Writing Taught? Examining the Interaction of Teacher Preparation and Context on High School Writing Instruction* (Ph.D. dissertation chair). Currently: Postdoctoral Researcher, School of Education, UC Davis.
Recipient, Dissertation Fellowship, 2012, UC/ACCORD: Research to Make a Difference, focus on quality and equity of California's diverse public schools, colleges and universities
- 2012 Pamela L. Pan, *Multicultural Literature and the Community College Reading Class*, (Ph.D. dissertation chair). Currently: English faculty, San Joaquin College, Stockton, CA.
- 2011 Laleh Rowhani, *Developing Moral Reasoning and Code of Ethics during Adolescence through Multicultural Literature Discussions of Narratives with Moral Dilemmas* (M.A. thesis director).
- 2011 Matthew C. Wallace, *Developing Assessment Practices: A Study of Secondary Mathematics Preservice Teachers' Experiences with Assessment as Learners and the Evolution of their Assessment practices as Educators* (Ph.D.). Currently: Lecturer/Supervisor of Teacher Education, School of Education, UC Davis
Recipient, Spencer Dissertation Fellowship for Research Related to Education, 2010
- 2011 Erin Bird, *Understand the Path of a Narrative: A Study of Primary Children's Concept of Narrative Writing* (M.A. thesis director). Currently: PhD Candidate, University of Washington, Seattle.
- 2010 Stephen M. Brooks, *Heterogeneous Peer Response Groups: Engaging Students in Written Feedback and Constructive Talk about Writing to Improve Revision Skills* (M.A. thesis director). Currently: PhD Candidate, University of Washington, Seattle.
- 2010 Juliet Michelsen Wahleithner, *Using a Professional Teaching Community to Develop Teachers' Specialized Knowledge of Academic Writing* (M.A. thesis director).
- 2009 Meghan Kathleen Jones, *"Really Reading": Adapting Cultural Modeling with Diverse First-Graders in California* (M.A. thesis director).
- 2008 Lisa H. Bennett, *Toward Critical Linguistic Questioning with Young Readers* (M.A. thesis director)
- 2008 Heather Anne Martin, *Teachers' Mathematics Instructional Decision Making in the Context of District Mandates on Instruction* (Ph.D.)
- 2007 Esther Mah-Wah Pun, *9/11 Children's Literature: When and how is it appropriate to teach about 9/11?* (M.A., English, UC-Davis)
- 2007 Esther Mah-Wah Pun, *9/11 Education Through Multiple Perspectives and Multicultural Literature* (M.A. thesis director)
- 2006 Luciana C. de Oliveira, *Knowing and Writing History: A Study of Students' Expository Writing and Teachers' Expectations* (Ph.D.). Currently: Department Chair, College of Education, University of Miami; incoming President, TESOL

- Recipient (book version of dissertation), David E. Eskey Award for Curriculum Innovation, California TESOL.
- 2005 Lori Cohen, *Becoming the Buddha: Students' Conceptions of Genre in a Range of Texts* (M.A. thesis director)
Recipient, Paul and Kate Farmer Award, 2006, National Council of Teachers of English, for best article published in the *English Journal* during the year
- 2005 Karen Ahn, *Shedding Light on New Teacher Support: Defining my Role as a Mentor in the Beginning Teacher Support and Assessment Program* (M.A. thesis director)
- 2004 Kameelah Elarms, "*But You Don't Hear me Though*": *Black Men Use Their K To 8th Grade Experiences To Inform Pedagogy* (M.A., Education, UC-Berkeley)
- 2003 Alicia Valero, *Head Start and Optimal Learning Environments for Latino English Language Learners* (Ph.D.)
- 2003 Susan E. Campbell, *The Influence of Subject Allegiance on Preservice Teachers' Beliefs Toward Content Reading*, (M.A., Education, UC-Davis)
- 2001 Kathleen C. Haynie (Ph.D., Education, Stanford University)

Member of Over 30 M.A./Credential Thesis Committees

MEMBERSHIPS

American Educational Research Association
National Council of Teachers of English
Literacy Research Association
International Literacy Association