



Curriculum Vitae

Instructor: Juan J. Araujo, Ph.D., Associate Professor &
Assistant Department Head

Academic Department: Curriculum and Instruction

University Address: Texas A&M University-Commerce
Sowers Education South, #212
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Commerce, TX 75429-3011

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AREAS OF EXPERTISE

Reading and writing Instruction in elementary settings
Inquiry based practices in teacher education
Culturally Mediated Writing Instruction (CMWI) with adolescent learners
Bilingual and ESL education

EDUCATION

University of North Texas, 2011

Doctor of Philosophy (PhD)

Major: Reading

Minor: Anthropology

Southern Methodist University, 2006

Master of Bilingual Education (MBE)

Concentration: Talented and Gifted

New Jersey Institute of Technology, 1996

Bachelor of Science (BSEE)

Major: Electrical Engineering, Power Systems

Minor: Literature

POST DOC EDUCATION

Harvard University, 2017-present
Extension Studies
Field: English
24 Graduate Credit Hours

Columbia University, 2017
Teachers College
Harassment, Bullying, Cyber Bullying and Discrimination in Schools: Prevention and Integration

Ball State University, 2016
School of Education
Partners in Schools Training

Massachusetts Institute of Technology, 2014
Education Design Challenge
3rd Place

EDITORIAL/REVIEW BOARD EXPERIENCE
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2016-present	ALER Yearbook, Co-Editor
2017-present	Latin American Journal of Content and Language
2018-present	Literacy Research and Instruction
2019-present	Journal of Curriculum and Pedagogy
2013-present	57 TH , 58 TH , 59 TH , 60 TH , 61 st , 62 nd , 63 rd Journal of Adolescent and Adult Literacy
2019-present	Texas Journal of Literacy Education (TALE)
2017-present	Teaching English to Speakers of Other Languages Journal (TESOL)
2012-2016	61 st , 62 nd , 64 th , 65 th Literacy Research Association Yearbook (LRA)
2014-2015	36 th , 37 th Association of Literacy Educators and Researcher (ALER) Yearbook

Scientific Review Board, International Journal
2013-present GIST Education Research Journal

TEACHING & ADMINSTRATIVE EXPERIENCE
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UNIVERSITY

2018-Present Texas A&M University—Commerce
College of Education & Human Services
Department of Curriculum and Instruction
Associate Professor (tenured)
Faculty Senator (2017-2019)

2014 - 2018 Texas A&M University—Commerce
 College of Education & Human Services
 Department of Curriculum and Instruction
 Assistant Professor (tenure-track)
 Program Coordinator: Reading

2013-2014 Texas A&M University—Commerce
 College of Education & Human Services
 Department of Curriculum and Instruction
 Ad Interim Assistant Professor

2011 - 2013 University of North Texas at Dallas
 College of Education & Human Services
 Teacher Education
 Assistant Professor (tenure-track)
 Program Coordinator: Bilingual Education

2007 – 2011 University of North Texas
 College of Education
 Language and Literacy
 Lecturer

ELEMENTARY EDUCATION

2003 – 2007 Dallas Independent School District
 George Peabody Elementary
 Bilingual/ESL Teacher
 1st, 2nd, 3rd grades

2002 – 2003 Lewisville Independent School District
 George Peabody Elementary
 Bilingual/ESL Teacher
 3rd grade

ADMINISTRATIVE

2015 - present Texas A&M University—Commerce
 College of Education & Human Services
 Department of Curriculum and Instruction
 Assistant Department Head

ENGINEERING EXPERIENCE

2000-2002 Principal Engineer, Siemens AG, Boca Raton, FL
 1998-2000 Field Engineer, Eastman Kodak, West Palm Beach, FL
 1996-1998 Sales Engineer, International Business Machines, Dallas, TX

INSTRUCTIONAL ASSIGNMENTS

Texas A&M University-Commerce (2013-present)

Course Title	Times Taught	# of Students	Total Range
			(1-5, 1 is highest) or (5-1, 5 is highest)

DOCTORAL COURSES

RDG 640	1 time	10	(1.20)
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Reading Research Methods This course encompasses a collaborative exploration of significant research in literacy and related areas; it is intended to facilitate individual and group growth as researchers and learners. This course is a seminar so individual/group inquiry will be followed by, intertwined with, and supported by presentations and class discussions/interactions.

RDG 667	2 times	7-9	(1.10)
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Reading Processes: Theory and Implications This course is an in-depth analysis of varied definitions and theories of reading including examination of implications for reading instruction will be explored.

RDG 690	1 time	9	(4.92)
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Principles and Practices of Literacy Leaders This course examines research-based methods to assist school leaders implement and support campus-wide literacy programs. In this course campus leaders learn to coordinate, monitor, and assess campus literacy programs, including designing curriculum, analyzing local, state and national data, and share results with campus faculty and staff. Participants learn and apply strategies about ways to provide quality feedback to teachers and children; and learn and apply effective uses of formative assessment to guide instruction.

EDCI 718	multiple times	1-6	(Ongoing)
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Dissertation This course provides academic advisement for doctoral students who are at the dissertation stage.

MASTER COURSES

RDG 523	1 time	13	(4.67)
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Promoting Literacy Through Language Acquisition and Development In this course students will gain knowledge and skills in primary and secondary language acquisition, including the relationship of these languages, to facilitate and promote literacy. Other skills include: conducting appropriate reading assessments on an ongoing basis; designing and implementing effective reading instruction that reflects state content and performance standards addressing the needs of all learners; applying knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy; and using research-based reading instruction that is collaborative and consultative with colleagues, mentoring, coaching, and providing professional development.

RDG 528 4 times 18-24 (1.27-1.37)
Integrating Writing This course is designed to study the various components, as well as, how to assess writing, and how to enhance the learning process using writing as a tool for comprehension. The course will study various components including: writing research, writing stages, writing process, writing assessment, variety of writing genres, and personal writing practices.

RDG 560 2 times 12-19 (1.49)
Literacy Assessment This course is designed to refine the diagnostic and remedial skills of the student through the study of clinical instruments, formal and informal measurements, and study of clinical cases.

RDG 597 3 times 32-42 (1.01-1.02)
Reading for the 21st Century This course focuses on the components of reading (phonemic awareness, phonics, vocabulary development, fluency, and comprehension); assessments and supporting students' use of the cueing systems; learning to write and writing to learn; reading in content areas; best practices in the science of teaching reading.

EDCI 516 3 times 16-31 (1.18-1.37)
Reading for Special Populations This course is designed for graduate students in the emergency permit program seeking initial teacher certification. The focus is on reading comprehension, concept development and strategies for interacting with expository materials. The role of the teacher, the text, and the student are examined in the learning process. Text analysis methods, teacher directed strategies, reader-based strategies, and literature are discussed as appropriate for all elementary and secondary grade level.

EDCI 517 5 times 16-25 (1.06-1.40)
Reading and Learning in K-12 Content Areas This course is designed for graduate students in the emergency permit program seeking initial teacher certification. The focus is on reading comprehension, concept development and strategies for interacting with expository materials. The role of the teacher, the text, and the student are examined in the learning process. Text analysis methods, teacher directed strategies, reader-based strategies, and literature are discussed as appropriate for all elementary and secondary grade levels.

ELED 524 2 times 11-27
Language Arts Curriculum, Grades 1-8 In this course, students consider techniques of teaching the communication skills and the role of linguistics in the language arts program.

UNDERGRADUATE COURSES

RDG 350 3 times 16-25 (1.03-1.42)
Reading & Literacy I This course introduces the theoretical foundations of reading and explores how reading, literacy and cognitive processes are developed. An examination of teaching approaches, text genre, writing, listening, speaking, linguistics, cueing systems, letter-sound relationships, phonemic awareness, phonics, word recognition, spelling and comprehension are

included. This course includes a 15-hour observation requirement that will acquaint you with public school reading instruction.

RDG 370 10 times 12-37 (1.01-1.30)

Reading & Literacy II This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. The focus of this course is an examination of how the Texas Essential Knowledge and Skills (TEKS) can be implemented with basal readers, trade books, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies.

BLED 412 5 times 19-35 (1.07-1.46)

Second Language Literacy for English Language Learners Current approaches to the teaching of reading and writing in English to bilingual and ESL students in grades PK-12. Students will assess oral language and literacy skills of English language learners and design, evaluate, and modify/adapt commercial and researched-based instructional approaches.

BLED 402 (In Spanish) 3 times 12 (1.00-1.17)

Bilingual Oral Language and Bi-literacy Instruction This course provides an examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for oral language and literacy development in elementary bilingual classrooms. Students get opportunities to evaluate commercial and research-based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy. Offered in Spanish and English.

University of North Texas (Denton & Dallas from 2007-2013)

Course Title	Times Taught	# of Students	Total Range (1000 is highest)
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UNDERGRADUATE COURSES

EDEE 3320	3 times	(14-24)	(811-826)
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Foundations of Education Standards and foundations of curriculum for grades EC–8 in public schools. Includes the study of professional ethics/responsibilities, educational philosophies, the history of American education, schools and society, school and community/parent relationships, legal/political control and financial support, school/classroom organizational patterns, and curriculum development/alignment.

EDEE 4102	1 times		(5)
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Student Teaching

Teaching under supervision in pre-kindergarten through grade 6.

EDBE 3470 4 times (30-35) (4.09-4.69)
Foundations of Bilingual Education This course will examine philosophies and theoretical underpinnings of bilingual and ESL education, including a review of historical antecedents of bilingual education and evolution of federal and state language policies governing the education of language minority children. Required for students seeking EC-6 or 4-8 generalist certification.

EDBE 3480 1 times (35) (4.03)
Bilingualism/Multiculturalism for English Language Learning: Issues and Perspectives Study of the bilingual/ESL learner; perspectives on multiculturalism; discussions of cognitive, social and affective factors impacting second language development; insights into education in a pluralistic society

EDBE 4470 9 times (14-35) (802-826)
Assessment of Bil/ESL Students Examination of the organization of curriculum for second language learners with special focus on testing and evaluation procedures appropriate for bilingual and ESL classrooms; study of formal and informal assessment of language proficiency for instructional purposes and use of standardized achievement tests. Required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual or ESL education.

EDBE 4480 (In Spanish) 1times (7) (799)
Bilingual Content and Approaches Study of appropriate first language usage in bilingual classrooms, focusing on different core curriculum areas, methods, materials and the review of language distribution strategies. Focus on responsive instruction that makes use of effective communication techniques and instructional strategies that actively involve students in the learning process. Required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual education. Requires 15 hours of field experience in a bilingual education classroom. Language of instruction is primarily in Spanish.

EDBE 4490 2 times (25) (850)
ESL Curriculum and Planning Study of methods and techniques of teaching English as a second language in elementary and secondary schools. The study of language development techniques and materials for students of different levels of English proficiency. Focus on helping students to develop strategies (consistent with state standards for language and content learning) that can improve the English language proficiency and grade-level subject matter knowledge of English language learners; required for students seeking EC-6 Generalist Certification with specialization in bilingual or ESL education or 4-8 certification with mathematics/ESL, science/ESL, social studies/ESL, Reading/ELA/ESL or special education; requires 10 hours of field experiences.

EDRE 4840 12 times (8-35) (3-4.80)

Linguistically Diverse Learners Designed to enhance the awareness and understanding of pre-service teachers regarding the linguistically diverse learner. Includes study of the language and learning needs of language minority students, the affective aspect of the immigrant and refugee experience, and the impact of that experience on academic and linguistic development. Students will explore how to make practical application of course content in both the regular and the English-as-a-Second-Language classrooms.

EDRE 4850 4 times (14-26) (789-821)

Language and Literacy Assessment Examination of the organization of curriculum for second language learners with special focus on testing and evaluation procedures appropriate for bilingual and ESL classrooms; study of formal and informal assessment of language proficiency for instructional purposes and use of standardized achievement tests.

EDRE 4860 3 times (11-26) (811-825)

ELA Methods (EC-8) Problems related to the comprehension and expansion of symbols of meaning; the interrelationship of literacy with other areas of language arts. Writing is the literacy focus of this course.

EDRE 4870 5 times (25-32) (808-854)

Cross Curricular Literacy Prepares pre-service teachers within both EC–4 and 4–8 certificate programs to plan for and implement literacy instruction across the curriculum. Selecting, evaluating and using developmentally and culturally appropriate materials and resources will be a focus as well as using content literacy strategies which support independent reading and writing in the content areas.

GRADUATE STUDENTS

A. Completed EdD Degrees (Advisees)
Mary Shelton, August 2019

Doctoral Advising (Ongoing)
Joel Blaylock
Deborah Murillo
Angela Venters
Rene Sawatsky
Bonnie Still
Marie Heath

B.

Dissertation Advising

Mary Shelton, Dissertation Chair, August 2019

Supervision, Curriculum and Instruction, EdD in Elementary Education
Reflections of All: A Content Analysis of 7th Grade Literature Anthologies

Angela Venters, Dissertation Chair, Expected Summer 2020

The Dyslexia Knowledge of General Education Teachers in Rural East Texas Schools

Rene Sawatsky, Dissertation Chair, Expected Fall 2020

The Effects of Multi-Layered Reading Strategy Instruction in a Technology Platform on Reading Comprehension Levels and Motivations of Pre-Adolescents

Joel Blaylock, Dissertation Chair, Expected Fall 2020

An Ethnographic Study of a District Educational Alternative Placement (DEAP) Program: Its Culture and Literacy Practices

Bonnie Still, Dissertation Chair, Expected Spring 2021

The Portrayal of Abused Children in Adolescent Literature: A Content Analysis

Debbie Murillo, Dissertation Chair, Expected Spring 2021

Attributes of a Successful Instructional Specialist and Implications for Improving a Coaching Program

Mechelle Ivey, Dissertation Committee, Expected May 2019

Examining the Relationship Between Reading and Writing: Student Perceptions as Tested on STAAR in Fourth and Seventh Grade

Joshua Tremont, Dissertation Committee, Expected August 2019

Principals as Instructional Leaders: An Embedded Descriptive Case Study of One Rural School's Effort to Improve Student Outcomes Through Reading Plus

Renee Mitchell, Dissertation Committee, Expected Fall 2019

An Investigation to Determine the Relationship Between Physical Fitness and Literacy Academic Achievement

Liza Larue, Dissertation Committee, Expected Fall 2019

Teacher Perceptions of Technology Integration in an East Texas Rural Community

Marcus Johnson, Dissertation Committee, Expected Spring 2020

Effects of Integrating a Literacy Intervention in a Pre-Kindergarten Physical Education Class

Sandra Hogg, Dissertation Committee, Expected Summer 2020

Teacher Perceptions of the RTI Process in Elementary Schools

C. 75+ Masters students (MED, MS, MA), Advisor

Completed Masters Degrees (Advisees)

Karen Jones, May 2018
Meghan Glidden, May 2018
Taylor Robinson, December 2017
Kellie Hunter, December 2017
Emily Klingbeil, December 2017
Emily Cox, December 2017
Elizabeth Cabrera, Summer 2017
Ashley Dominguez, Summer 2017
Carie Herd, Spring 2017
Karla Lumus, Spring 2017
Natica Jones, Spring 2017
Christie White, Spring 2017
Rachel Ashby, 2016
Courtney Brodeur, 2016
Lisa Burden, 2016
Kasi Dalby, 2016
Erin Denny, 2016
Tracy Eggers, 2016
Christina Monsorou-Cabrera, 2016
Paula Norlie, 2016
Kathleen Moore, Fall 2015
Joanne Villaviciencio, Fall 2015
Lisa Bass, Summer 2015
Erin Cox, Summer 2015
Connie Peterson, Summer 2015
Jessica Shoemake, Summer 2015
Victoria Zapien, Summer 2015
Kathleen Keim, Spring 2015
Katie Gonzales, Spring 2015
Michelle Logan, Spring 2015
Tara Williams, Spring 2015
Jeananne Fain, Fall 2014
Sandra Luplace, Fall 2014
Shelley Murphy, Fall 2014
Chanar Young, Fall 2014

PUBLICATIONS

A. Refereed

- 2019 Araujo, J. J. (2019). The oral history of Mary Beth Sampson-Perry. In B. McClanahan, P. Lisenbee, W. Linek, & E. Jampole (Eds.) *The ten-year retrospective*. Louisville, KY: Association of Literacy Educators and Researchers.
- Babino, A., Araujo, J. J., & Maxwell, M. (2019). Critical, compelling, and linguistically scaffolded literature: Implementing text sets multilingually for social justice. *Texas Journal of Literacy Education*, 7(1), 44-64.
- 2018 Araujo, J., Blaylock, J., Garden, P., Hogg, S., Larue, L., Murillo, D., Still, B., & Venters, A. (with Patterson, L.) (2018). Using action research in a literacy graduate classroom to connect theory to practice: a replication study. *Journal of Teacher Action Research*, 57-74.
- Dixon, K., Foote, M., & Araujo, J with Clark, R., Revelle, C., & Morton, T. (2018). The power of parental involvement: Preparing preservice teachers to understand more about the out of school literacy lives and cultures of children from day one. In J. Araujo, N. Cossa, R. Johnson, & A. Babino (Eds.) *Literacy: The critical role of teacher knowledge*. The 40th Association of Literacy Educators and Researchers Yearbook, (pp. 367-382). Louisville, KY: Association of Literacy Educators and Researchers.
- 2017 Araujo, J. J., Morton, T. B., Foote, M. M., & Dixon, K. V. (2017). Helping preservice teachers get the power of parental involvement: Establishing connections from day one. In R. Johnson, J. Araujo, & N. Cossa (Eds.) *Literacy: The critical role of teacher knowledge*. The 39th Association of Literacy Educators and Researchers Yearbook, (pp. 1-29). Louisville, KY: Association of Literacy Educators and Researchers.
- Araujo, J. J. & Wickstrom, C. D. (2017). *Writing instruction that makes a difference to English learners*. "Acta Universitatis Lodziensis. Folia Librorum", 1(24), 77-96. ISSN 0860-7435. DOI: <http://dx.doi.org/10.18778/0860-7435.24.06>
- 2016 Araujo, J., & Thompson, J. (2016). A place for children of poverty. *Early Years: Journal of Texas Association for the Education of Young Children, (Special Issue)*, 37(2), 78-79.
- 2015 Araujo, J., Szabo, S., & Raine, L., & Wickstrom, C. (2015). Bridging the stories of experience: Preservice teachers revise their thinking about writing and the teaching of writing in an undergraduate literacy course. In S. Szabo, S. Vasinda, R. Johnson, & J. Araujo, 37th Association of Literacy Educators and

Researchers Yearbook, (pp. 225-239), Louisville, KY: Association of Literacy Educators and Researchers.

Stewart, M. A., Araujo, J., Knezek, L., & Revelle, C. (2015). Tapping in to English learner's experience through relevant literature. *California Reader*, 48(4), 13-19.

2014 Patterson, L., Araujo, J., Wickstrom, C., & Revelle, C. (2014). Setting the conditions for generative literacy learning for adolescent English learners-Or not! *Scholar-Practitioner Quarterly*, 8 (3), 294-314.

Morton, T., & Araujo, J. (2014). Insights from a literacy tutor: A case study of critical reading and writing instruction with a struggling reader. *English in Texas*, 44(2), 49-56.

2013 Araujo, J. (2013). Expanding the learning zone: Decisions that transform the practices of two English language arts teachers. In S. Szabo, L. Martin, T. Morrison, L. Hass, & L. Garza-Garcia, 35th *Association of Literacy Educators and Researchers Yearbook*, (pp. 87-107), Louisville, KY: Association of Literacy Educators and Researchers.

2012 Rodriguez, C., Araujo, J., Narayan, R., Shappeck, M., & Moss, G. (2012). Nurturing long-term language learners. *English in Texas*, 42(1), 62-67.

2011 Wickstrom, C., Araujo, J., Patterson, L., (with Hoki, C., & Roberts, J.). (2011). Teachers prepare students for careers and college: "I see you", therefore I can teach you. In P. Dunston, K. H. Gambrell, P. Stecker, S. Fullerton, V. Gillis, & C. C. Bates (Eds.), 60th *Literacy Research Association Yearbook*, (pp. 113-126), Oak Creek, WI: Literacy Research Association.

2010 Patterson, L., Baldwin, S., Araujo, J., Shearer, R., & Stewart, M. (2010). Look, think, act: Using critical action research to sustain reform in complex teaching/learning ecologies. *Journal of Inquiry and Action in Education*, 3(3), 139-157.
<http://digitalcommons.buffalostate.edu/cgi/viewcontent.cgi?article=1030&context=jiae>

Patterson, L., Wickstrom, C., Roberts, J., Araujo, J., & Hoki, C. (2010). Deciding when to step in and when to back off: Culturally mediated writing instruction for adolescent English language learners. *The Tapestry Journal*, (2)2, 1-28.
http://tapestry.usf.edu/journal/documents/v01n02%20-%20MS%231-Patterson_Culturally%20Med%20Writing.pdf

B. Books (Edited/Guest Edited)

Babino, A., Cossa, N., Johnson, R., & Araujo, J. (2019). *Educating for a just society*. The 41th Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.

Araujo, J., Babino, A., Cossa, N., & Johnson, R. (2018). *Engaging all readers through explorations of literacy, language & culture*. The 40th Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.

https://cdn.ymaws.com/www.aleronline.org/resource/resmgr/yearbooks/aler_yearbook_40th_edition_.pdf

Johnson, R., Araujo, J., & Cossa, N. (Eds.). (2017). *Literacy: The critical role of teacher knowledge*. The 39th Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.

https://c.ymcdn.com/sites/aleronline.site-ym.com/resource/resmgr/yearbooks/ALER_Yearbook_Volume_39_Publ.pdf

Vasinda, S., Szabo, S., Johnson, R., & Araujo, J. (Eds.). (2015). *Bridging cultures through literacy*. The 37th Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.

http://c.ymcdn.com/sites/www.aleronline.org/resource/resmgr/Yearbooks/ALER_Yearbook_37.pdf

B. Books Proposals

Araujo, J., & Wickstrom, C. (In Process). *Writing Instruction that makes a difference for Adolescent Learners*. NY: Routledge.

C. Book Chapters (Invited)

Narayan, R., Rodriguez, C., Araujo, J., Shaqlaih, A., & Moss, G. (2013). Constructivism—constructivist learning theory (pp. 169-184). In B. J. Irby, G. Brown, & R. Lara-Alecio. (Eds.) and P. Jenlink (Sect. Ed.), *the Handbook of Educational Theories*. Charlotte, NC: Information Age Publishing, Inc.

D. Book Reviews (Refereed)

Araujo, J., Kovalyova, N., Shappeck, M., & Rodriguez, C. (2014). Review of the book *Teaching vocabulary to English learners*, By Graves, M. F., August, D., & Mancilla-Martinez, J., *Journal of Latinos and Education*, 13(3), 235-237, Routledge.

- Araujo, J., & Moss, G. (2012). Review of the book Educating citizens for global awareness, by Noddings, N. (Eds.). *Teacher Education and Practice*, 599-603, Baltimore, MD: Rowan and Littlefield Publishing Group.
- E. Technical Grant Reports (Refereed)
- Patterson, L., Wickstrom, C., & Araujo, J. (2011). *Culturally mediated writing instruction* (Final Report), 1-57. Berkeley: National Writing Project. Downloaded on August 1, 2011 from <http://www.nwp.org/cs/public/print/resource/3621>
- F. Abstracts (Refereed)
- Araujo, J., & Wickstrom, C. (2014). Teacher actions in two adolescent English language arts classrooms. *Writing Research Across Borders III*. Paris, France.
- G. Journal Columns (Invited)
- Araujo, J. (2016). Supporting the dads of emergent readers and writers. *Early Years: Journal of Texas Association for the Education of Young Children*, 37(1), 30.
- H. Review of Materials (Invited)
- Ruday, B. (2017). *New English Teacher's Guidebook*. New York, NY: Routledge.
- Williams, E. J. (2014). *Critical issues in literacy pedagogy: Notes from the trenches* (revised edition). San Diego, CA: Cognella Publications.
- Fenney, K. F. (2010). *The new elementary teacher's handbook: Flourishing in your first year*. Thousand Oaks, CA: Corwin Press.
- I. Newsletter
- Araujo, J. (2017). Our work extends beyond teaching reading and writing. *North Star of Texas Newsletter*, 3(3), 1-2. Denton, TX: University of North Texas.
- J. Electronic Columns (Invited)
- Araujo, J. (2013). Actions, reactions, interactions, and transactions. *Literacy in learning exchange*. Downloaded on March 8, <http://www.literacyinlearningexchange.org/blog/actions-reactions-interactions-and-transactions>.
- Araujo, J. (2012). Becoming a writer. *Literacy in learning exchange*. Downloaded on November 29, <http://www.literacyinlearningexchange.org/blog/becoming-writer>

K. Grant Supported Research (Refereed)

Funded by US Department of Education
ELLevate!
English Language Learner Educators Vested in the Advancement of Teaching
Excellence
Role: Professional Development (2018-2020)
PI: Mary Amanda Stewart, Holly Hansen-Thomas (TWU)

Funded by North Star of Texas Mini Grant
Teacher decision-making: Cultural mediation in two high school English
language arts classrooms.
Amount: \$500
Role: Primary Investigator (2010-2011)

Funded by National Writing Project—Culturally Mediated Writing Instruction

Local Site Research Initiative VI (2010-2013)
Role: Researcher / Statistician
Total Funding: 3 years at \$ 20,000 per year
PI: Carol Wickstrom (2007- 2013)

Local Site Research Initiative V (2008-2010)
Role: Researcher/Statistician
Total Funding: 3 years at \$ 20,000 per year
PI: Carol Wickstrom (2007- 2013)

L. Grant Supported Professional Development

2018 English Language Learner Educators Vested in the Advancement of Teaching
Excellence Camp, Facilitator

SELECTED PRESENTATIONS

2019 International/National (Refereed)
Babino, A., Cossa, N., & Johnson, R., & Araujo, J. (2019, November). Meet the
editors of the ALER yearbook. Association of Literacy Educators and
Researchers. Corpus Christi, TX.

2018 Araujo, J., Babino, A., Cossa, N., & Johnson, R. (2018, November). Meet the
editors of the ALER yearbook. Association of Literacy Educators and
Researchers. Louisville, KY.

- 2017 Stewart, M., Araujo, J., & Revelle, C. (2017, January). Translingüismo: Instrucción culturalmente mediada para la enseñanza de la escritura a adolescentes bilingües. XV Simposio Internacional de Comunicación Social. Santiago de Cuba, Cuba.
- Dixon, K., Araujo, J., Foote, M., & Morton, T. (2017, November). The power of parental involvement: Preparing preservice teachers to understand more about the out of school literacy lives and cultures of children from day one. Association of Literacy Educators and Researchers. St. Petersburg, FL.
- 2016 Araujo, J. (2016, October). Writing with English learners. Reading culture of the young generation international conference. Lodz, Poland.
- Morton, T., & Araujo, J. (2016, November). Faces of advocacy: Preservice teachers see the whole picture. National Council of Teachers of English. Atlanta, GA.
- Araujo, J., & Morton, T. (2016, November) Getting to know your parents: Establishing a meaningful partnership from day one. Association of Literacy Educators and Researchers. Myrtle Beach, SC.
- 2015 Araujo, J. (2015, July). "It took me some time to realize that learning English is something I will be doing for the rest of my life." The written stories of emergent English language learners in a ninth grade ELA classroom. Literacy in the New Landscape of Communication: Research, Education and the Everyday. Klagenfurt, Austria.
- Araujo, J., & Wickstrom, C. (2015, invited keynote). Culturally Mediated Writing Instruction in a diverse context. The 3rd English Language Learner Forum. Bronx, New York.
- Araujo, J., & Wickstrom, C. (2015, April). In their own words: Engaging English learners in meaningful language acquisition through personal narrative. International Linguistics Association. New York, NY.
- 2014 Araujo, J., & Thompson, J. (2014, November). Siguiendo el viaje de Enrique: preparándonos para la próxima inundación de niños inmigrantes en nuestra puerta y más adelante en nuestras aulas. National Association for the Education of Young Children. Dallas, TX.

Araujo, J., Szabo, S., & Raine, L. (2014, November). Preparing writers and teachers of writing: Bridging the stories of pre-service teachers in an undergraduate literacy course. Association of Literacy Educators and Researchers. Delray Beach, FL.

Morton, T., & Araujo, J. (2014, November). A call for help: Bridging the literacy needs of Lauren. Association of Literacy Educators and Researchers. Delray Beach, FL.

Araujo, J., & Wickstrom, C. (2014, February). Actions de professeur dans deux salles de classe d'arts de la langue anglaise. Writing Research across the Borders III. Université Paris-Ouest Nanterre La Défense. Paris, France.

Stewart, M. A., Araujo, J., Revelle, C., & Knezek, L. (2014, February). Cultural mirrors: Using multilingual and multicultural literature that promotes academic and personal success for ELs. National Association of Bilingual Education. San Diego, CA.

2013

Araujo, J., Patterson, L., Revelle, C., Wickstrom, C., Bence, J. Q. (2013, December). Complex adaptive teaching: Setting conditions for transformative literacy for adolescent English learners. Literacy Research Association. Dallas, TX.

Araujo, J., Wickstrom, C., Patterson, P., Stewart, M., & Revelle, C. (2013, November). Reinventing the teaching of English: Literacy leadership, generative learning, and the common core. 103rd Annual Meeting of the National Council of Teachers of English. Boston, MA.

Araujo, J., Blau, S., Bynum, R., Check, J., Guess, M., Sahakian, P. (2013, November). Directing a project site then, now, and beyond: 40th Anniversary Strand. 40th Annual Meeting of the National Writing Project. Boston, MA.

Stewart, M. A., Araujo, J., Revelle, C., & Knezek, L. (2013, April). "Hey, that happened to me!" Teachers of Speakers of Other Languages (TESOL) Conference. Dallas, TX.

2012

Araujo, J. (2012, November). Expanding the learning zone: Transforming the literacy practices of English Language Learners in two ELA high school classrooms. Association of Literacy Educators and Researchers. Detroit, MI.

- 2011 Wickstrom, C., Araujo, J., & Patterson, L. (2011, February). Culturally Mediated Writing Instruction for Adolescent English Language Learners. Writing Research across the Borders II. George Mason University, VA.
- 2010 Araujo, J., Wickstrom, C., & Patterson, L. (2010, November). Paper Presentation: I see you therefore I can teach you. National Reading Conference. Fort Worth, TX.
- Assaf, L., Wickstrom, C., Patterson, L., Araujo, J., Hoki, C., & Fuentes, A. (2010, November). Mediating academic language instruction for English Learners. National Council of Teachers of English. Orlando, FL.
- Baldwin, S., Patterson, L., & Araujo, J. (2010, April). Connecting complexity thinking to the sustainability of action research in educational settings. American Educational Research Association. Denver, CO.
- 2009 Araujo, J. (2009, February). How does teacher-decision making impact adolescent student academic writing? American Association of Colleges for Teacher Education, Chicago, IL.
- Araujo, J., Hoki, C., Patterson, L., Wickstrom, C. (2009, November). Reading between the lines: How teachers use culturally mediated writing instruction with adolescent students, National Council of Teachers of English, Philadelphia, PA.
- Araujo, J., Connington, L., Hoki, C., Hunt-Barron, S., Kaminski, R., LeMahieu, P., Marlik, J., Swain, S., Wahleithner, J., & Wickstrom, C (2009, November). Learning about our work through local site research. National Writing Project. Philadelphia, PA.
- Patterson, L., Baldwin, S., Araujo, J., Berry, M., Stewart, M., & Shearer, R. (2009, December). Paper: Action research: Talking back to mandates, scripts and best practices. National Reading Conference, Albuquerque, NM.
- Wickstrom, C., Patterson, L., Araujo, J., & Hoki, C. (2009, October). Building adolescent ELL writers through culturally mediated instruction. 53rd Meeting of the Association of Educators and Researchers. Charlotte, NC.
- Wickstrom, C., Patterson, L., Araujo, J., & Roberts, J. (2009, February). Diversity among adolescent English learners: How teachers use culturally mediated writing instruction to build dynamic support networks for individual students. 30th Ethnography in Education Research Forum, Center for Urban Ethnography, Philadelphia, PA.

- 2008 Harris, M., Araujo, J., & Burton, B. (2008). Teacher education scorecard: A tool for assessing response to changing learner needs. The Holmes Partnership, Mobilizing educational partnerships for equity and success. Orlando, FL.
- Wickstrom, C., Araujo, J., & O'Brien, K. (2008, November). Developing third spaces in culturally mediated writing instruction. National Writing Project, San Antonio, TX.
- Patterson, L., Wickstrom, C., & Araujo, J. (2008). Going public with complexity: How teachers enact principles and practices of culturally mediated writing instruction with adolescent English language learners. 29th Ethnography in Education Research Forum, Center for Urban Ethnography. Philadelphia, PA.
- Patterson, L., Wickstrom, C, Araujo, J., & Roberts, J. (2008, February). Culturally mediated writing instruction. Because shift happens: Teaching in the 21st century National Conference. National Council of Teachers of English, San Antonio, TX.
- Patterson, L., Wickstrom, C., Araujo, J., Curtis, J., Pearce, T., Roberts, J., Isgitt, J. & Wilson, A. (2008, December). Seeking order in complexity: Making sense of how secondary teachers mediate writing instruction for English language learners. National Reading Conference, Orlando, FL.
- State (Refereed)
- 2015 Morton, T., & Araujo, J. (2015). Enhancing vocabulary through the Incorporation of picture books. 14th Annual Texas Association for the Improvement of Reading Conference.
- 2012 Araujo, J. (2012). NCLB 10 years later: What are its takeaways for teachers and administrators? Texas TESOL. Dallas, Texas.
- Araujo, J. (2012). From product to meaning-making: Igniting the writing of English learners. Texas Association for the Improvement of Reading. Denton, Texas.
- 2011 Araujo, J. (2011). Supporting writing with English language learners. Featured Speaker, Texas Association for the Improvement of Reading. Denton, TX.
- 2010 Araujo, J. (2010). Writing with English language learners. Texas Association for the Improvement of Reading. Denton, TX.

2009 Araujo, J. (2009). Responsive instruction for all: Fostering active participation. Texas Association for the Improvement of Reading, Denton, TX.

Local (Invited Addresses)

Local (Invited)

2017 Roundtable Discussant. Bill Martin Jr Symposium. Commerce, TX.

2016 Roundtable Discussant. Bill Martin Jr Symposium. Commerce, TX.

2013 Araujo, J. (2013-2014). Supporting content area literacy through gaming. Contamos! Workshops. Rockwall, TX.

Bahamon, G., & Araujo, J. (2013). Once upon a time: The art of storytelling. Invited address during “A Culture of Writing” Festival. Mountain View Community College. Dallas, TX.

Araujo, J. (2013). Writing for professional audiences. Colleyville Independent School District. Colleyville, TX.

2012 Araujo, J. (2012). Writing our cultures. Invited address during Hispanic Heritage Month. Tarrant County Community College.

Araujo, J., & Harris, P. (2012). Writing across the curriculum. Invited address during faculty orientation. University of North Texas at Dallas. Dallas, Texas.

2011 Araujo, J. (2011). Writing our cultures. Invited address during Hispanic Heritage Month. Tarrant County Community College.

2009 Araujo, J. (2009). What to expect: Relationship building during your first academic year. Beginner’s Teachers Conference. Denton, TX.

Araujo, J., Berry, M., Stewart, M., & Shearer, R. (2009). Action Research: Changing the world one classroom at a time. Doctoral Student Association, Denton, TX.

Patterson, L., Araujo, J. & Taliaferro, C. (2009). Presenting and attending conferences. Doctoral Student Association. Denton, TX.

2008 Araujo, J & Byrd, J. (2008). An examination of five key leadership components among Texas principal preparation programs. Communities Foundation, Texas High School Project. Dallas, TX.

Membership in Professional Organizations

A. National/International

2017-present Harvard Circle of Dallas
2017-present Harvard Latino Alliance
2009-present International Society for the Advancement of Writing Research
2007-present International Reading Association (IRA)
2013-present Association of Literacy Educators and Researchers (ALER)
2015-2016 International Linguistic Association (ILA)
2009-2015 Literacy Research Association (LRA)
2013-2014 National Council of Teachers of English (NCTE)
2012-2013 National Association of Bilingual Education (NABE)
2008-2010
2018 American Educational Research Association (AERA)

State

2008-2013 Texas Council of Teachers of Language Arts (TCTLA)

B. Offices and Committee Assignments in Professional Organizations

International/National

2016-2020 Board of Directors, Association of Literacy Educators and Researchers
2016-2020 Pub. Committee, Association of Literacy Educators and Researchers
2007-present Teacher Consultant, National Writing Project

Local

2008-2009 NCATE Member
2007-2010 English Language Learner Co-Director, National Writing Project
2010-2011 UNT Doctoral Student Association, Officer

C. Consulting

Local

2011, 2012 Tarrant County Community College
2008 Panel Expert, Reading
2009-2011 Burleson Independent School District
2008 Fort Worth Independent School District
2011 Lake Worth Independent School District

D. Honors / Awards

2017 Distinguished Global Scholar (TAMUC)

2016 Global Scholar (TAMUC)
 2016 Hispanic Leadership Award (TAMUC)
 2015 Honoring Faculty at Texas A&M University-Commerce (Teaching, Research, & Service)
 2009-2010 Outstanding Doctoral Student in Reading
 2007-2008 Holmes Scholar, AACTE

International/National

2009-present Academic Keys Who's Who in Education Academia
 2007-2011 Phi Kappa Phi, Interdisciplinary Honor Society

International/National

2009 Academic Keys Who's Who in Education Academia
 2007 Phi Kappa Phi, Interdisciplinary Honor Society
 2007-2008 Kappa Delta Pi, International Honor Society in Education
 2006 The Chancellor's List
 2006 The National Dean's List
 2006 Who's Who among America's Teachers
 1994, 95, 96 Who's Who among America's Students

Local/University

2008-2011 COE Travel Grant College of Education
 2007-2008 Graduate Travel Grant UNT Graduate School

E. Credentials

2004-2022 Texas EC-4 Bilingual Generalist (renewed 2016)
 Texas Probationary EC-4 Bilingual Generalist

F. Department Service

Texas A&M University-Commerce

2014-2018 Program Coordinator, Reading
 2014-2019 Center's Council Member
 2017 Learning Management System Committee
 2018-2019 Academic Program Review Team (MAT)
 2015-2016 Academic Program Review Team (Undergraduate/Graduate Program)
 2016-2019 Admissions Implementation Team

2016-2018 TK 20 Implementation Team

2016-present Doctoral Reading Advisor (EDCI 718)

2014-Present Masters Reading Advisor

2019-2020 Assistant Professor (Reading) Chair
Search Committee
Dr. Kamshia Childs

2019-2020 Ad Interim Assistant Professor (Secondary) Chair
Search Committee
Dr. Marti Cason

2019-2020 Clinical Assistant Professor (ECE) Chair
Search Committee
Dr. Michelle Huffman

2019-2020 Advisor (ELED) Chair
Search Committee
Rebecca Adams

2019-2020 Assistant Professor (ECE) Chair
Search Committee
Dr. Melanie Loewenstein

2019-2020 Assistant Professor (C&I) Chair
Search Committee
Dr. Julie Persky

2018-2019 Ad interim Assistant Professor (RDG) Chair
Search Committee
Dr. Laura Slay

2017-2018 Assistant Professor (CINS) Chair
Search Committee
Dr. Karyn Miller

2016-2017 Assistant Professor (BLED) Chair
Search Committee
Dr. Alexandra Babino

2016-2017 Assistant Professor (CINS) Chair
Search Committee
Dr. Sarah Guthery

2015-2016	Assistant Professor (RDG) Chair Search Committee Dr. Kimmera Pinkerton	
2015-2016	Ad interim Assistant Professor (BLED) Chair Search Committee Dr. Carol Revelle	
2015-2016	Ad interim Instructor (CINS) Chair Search Committee Sarah Guthery	
2015-2016	Assistant Professor (ECE) Chair Search Committee Dr. Nicole Pearce	
2015-2016	Part-Time TRES Induction Coordinator Chair Search Committee Dr. Carole Walker	
2014-2015	Ad interim Assistant Professor (CINS) Chair Search Committee Dr. Patsy Sosa-Sanchez	
2014-2015	Ad interim Instructor (CINS) Chair Search Committee Julie Persky	
2014-2015	Part Time Instructor (CINS) Chair Search Committee Pat Burns	
2014-present	Lead Professor (RDG 370, EDCI/RDG 516, RDG 528, RDG 640, RDG 667)	
2014-2015	ACP Courses Redesign	Team Member
2013-	Graduate Reading Program	Team Member
2013-	Pre-service Interviews	Member
<u>University of North Texas-Denton/Dallas</u>		
2012-2013	Peer Observer	Bilingual and ESL Education
2011-2013	Trac Dat Administrator	Interdisciplinary Studies
2011-2013	Admission, Review and Retention	Committee Member
2012	Bilingual and ESL Education	Program Coordinator

2011	Bilingual/ESL Education	Lead Professor
2010	UNT Doctoral Consolidation Member Ad-hoc Committee	
2010	UNT Social Committee	Department Representative
2010	UNT Trac Dat Lead Assessment System	Department Administrator
2010	UNT Lecturer, LLBE Search Committee	Faculty Representative
2009	UNT Lecturer, LLBE Search Committee	Graduate Student Representative
2008	UNT Assistant Professor, LLBE Search Committee	Graduate Student Representative
2008	Beginning Teacher Conference	Annual Conference Team
2007	UNT Assistant Professor Bilingual Education Search Committee	Graduate Student Representative
2011	EDEE 3320 Lead Professor	
2011	EDBE 4470 Lead Professor	
2011	EDBE 4490 Lead Professor	
2009-2010	EDBE 3470 Lead Instructor	
2009-2011	EDBE 4470 Lead Instructor	

G. University Service

Texas A&M University-Commerce

2017-2019	Faculty Senate (C&I Representative)
2016-2017	Desire to Learn (D2L) Implementation Team
2015-2016	Sophomore Year Experience (Italy/Austria)
2014-present	Institutional Effectiveness Author (Reading)
2014-present	Faculty Senate Academic Practices Committee
2013-present	Mane Event Committee

University of North Texas-Denton/Dallas

2012-2013	Provost Search Committee Member
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2012-2013	University Assessment Council (SACS Accreditation) Member
2012-2013	21 st Century Provost's Council Member
2012-2013	Texas Association of Chicanos in Higher Education (TACHE) University Representative
2012-2013	Faculty Council Secretary/Treasurer (elected)
2012-2013	University Technology Council Member
2012-2013	Writing Across the Curriculum Faculty Member
2012	CEEP House Volunteer
2011-2012	Viva Dallas Volunteer
2011	Writing Lab Tutor
2011	Mosaic Multicultural Committee Member
2011	UNT-D Fall Open House Classroom Volunteer
2011	Keys to Success Volunteer
2007	UNT Chair Teacher Education and Administration Search Committee Graduate Student Representative

H. International/National Service

Board of Directors

2016-2020 Association of Literacy Educators and Researchers

Manuscript Reviewer

2015- TESOL Journal
2015-2016 English in Texas
2014 Networks Journal
2013- Journal of Latinos and Education
2012 Journal of Multicultural Education (JME)

Conference Proposal Reviewer

2015 National Council of Teachers of English (NCTE)
2013-2015 Association of Literacy Educators and Researchers (ALER)
2011-2014 Literacy Research Association (LRA)
2012 International Reading Association (IRA)
2008 National Association of Bilingual Education (NABE)

Other

2013-2016 National Association of Bilingual Education (NABE)
Outstanding Dissertation Committee
2011 Literacy Research Association (LRA)
Session Chair

I. Community Service

2014	Lewisville ISD	Volunteer
2013	Perot Museum	Volunteer
2013	Mountain View Poetry	Judge
2012-2013	Discipline Task Force Dallas Independent School District	Member
2008	Texas Association for the Improvement of Reading North Star Writing Project	Annual Conference Coordinator
2007	Texas Association for the Improvement of Reading	Annual Conference Coordinator
2007-2014	National Writing Project	Leadership Committee Member

J. Other Relevant Professional/Academic Information

RDG 690 Principles and Practices of Literacy Leaders (Spring 2018)

Designed a course to address the need for doctoral students to learn more about the multiple professional roles educators have in school setting to aid in the learning and acquisition of literacy skills. Students learned best approaches to improving literacy instruction with and without school settings.

RDG 560 Literacy Assessment (Fall 2016)

Redesigned the course to address the need to use miscue analysis in a more in depth and deliberate way with one student, practice using reading assessment tools like the QRI with one student, and finally put together a profile to present to parents and teachers.

RDG 597 Literacy in the 21st Century (Summer 2015)

In summer 2015, I designed a course to target the professional development of inservice teachers, Reading for the 21st Century This course focuses on the components of reading (phonemic awareness, phonics, vocabulary development, fluency, and comprehension); assessments and supporting students' use of the cueing systems; learning to write and writing to learn; reading in content areas; best practices in the science of teaching reading.

RDG 528 Teaching Writing (Summer 2014)

The course was redesigned to meet current writing practices using workshop approaches.

RDG 370 Reading and Literacy II (Fall 2014)

In summer 2014, I redesigned the course to include the training of informal reading inventories, and to use writing and the writing workshop as way to teach comprehension.