

KRISTEN L. WHITE

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Marquette, MI 49855

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PROFESSIONAL APPOINTMENTS

Assistant Professor Fall 2018-Present
Northern Michigan University, School of Education, Leadership and Public Service

EDUCATION

Ph.D., Curriculum, Instruction, & Teacher Education 2018

Michigan State University, College of Education
Specialization in Language and Literacy
Dissertation: *The Intersection of Reading Instruction, Assessment, and Bodies in a First-Grade Classroom*

M.A., Educational Technology

Madonna University, College of Education 2011

B.A., Elementary Education, Minors in Spanish and Bilingual Education 1995

Michigan State University, College of Education

K-12 TEACHING EXPERIENCE

Teacher Certification

Michigan Professional Education Certificate-Elementary K-5 all subjects, 2015-present
(K-8 All Subjects Self Contained Classroom), Spanish K-8, Bilingual Spanish K-12

Jefferson Elementary School, South Redford Schools, MI

K-5 Technology Teacher 2007-2009
6-8 Grade Spanish Teacher 2007-2009
K-5 Media Specialist 2001-2004
Fourth Grade Teacher 1999-2001
First Grade Teacher 1996-1999

PUBLICATIONS

Refereed Journal Articles:

White, K. (2021). The construction of "at risk" status: Policy, practice and the white gaze in a first-grade classroom. *Perspectives and Provocations*, 9(4).
https://www.earlychildhoodeducationassembly.com/uploads/1/6/6/2/16621498/kristen_1_white_1_.pdf

White, K. (abstract accepted, 2021). Examining the intersections of race and context: (De)constructing notions of race and racism in rural teacher education. *English Education*.

Tondreau, A., Gardiner, W., **White, K.**, Stevens, E. R., Dussling, T. M., Wilson, N. S., Hinman, T. W., & Degener, S. (accepted, 2021). (Be)coming critical teacher educators: Collaborative self-study across contexts. *Studying Teacher Education*.

Tondreau, A., **White, K.**, Stevens, E. R., Dussling, T. M., Wilson, N. S., Hinman, T. B., Gardiner, W., Degener, S., & Cullen, K. (2020). Strength in Numbers: A Collaborative Self-Study of Critical Literacy Across Teacher Education Contexts. In C. Edge, A. Cameron-Standerford, & B. Bergh (Eds.), *Textiles and Tapestries*. EdTech Books. Retrieved from https://edtechbooks.org/textiles_tapestries_self_study/chapter_36

Edwards, P.A., **White, K.** & Bruner, L. (2020). Literacy lessons learned. *Michigan Reading Journal*, (53)3, 73-78.

Edwards, P.A., **White, K.** & Bruner, L. (2019). Adopting and adapting michigan's tenth literacy practice: Collaboration with families. *Michigan Reading Journal*, (51)3, 37-46.

Edwards, P.A., & **White, K.** (2018) Working with racially, culturally, and linguistically diverse learners, families, and communities: Strategies for preparing preservice teachers. *Journal of Family Diversity in Education*, (3)1, 1-22.

Stanulis, R., Wexler, L. J., Pylman, S., Guenther, A., Farver, S., Ward, A., Croel-Perrien, A., & **White, K.** (2018) Mentoring as more than “cheerleading”: Looking at educative mentoring practices through mentor’s eyes. *Journal of Teacher Education*. Advance online publication. doi: 10.1177/0022487118773996

White, K. (2017). What’s right with Gavin? Recognizing literacy practices of a neurodiverse youth from an ethics of care perspective. *Michigan Reading Journal*, (49) 3, 8-19.

Hopkins, L. J., **White, K. L.**, Wright, T. S., & Edwards, P. A. (2015). What’s hot and what’s not in Michigan: Improving literacy across the state. *Michigan Reading Journal*, (48)1, 8-11.

Refereed Book Chapters:

White, K., Tondreau, A., Stevens, E. R., Dussling, T. M., Wilson, N. S., Hinman, T. B., Gardiner, W., Degener, S. (accepted, 2020). Nice girls like us: Confronting white liberalism in teacher education and ourselves. In Matias, C.E., Jackson, T., & Gorski, P. (Eds.), *The other elephant: How white liberalism perpetuates racism in education*.

White, K., & Puncochar, J. (2021). A sustained program of community engagement in after-school literacy activities. In Stahl, N., & Henry, L. (Eds.), *Literacy across the community: A handbook of research and praxis*. Routledge.

Edwards, P.A., & **White, K.** (2021). Partnering with african american parents in the united states: Implications for educators. In Li, G., Anderson, J., Hare, J., & McTavish, M. (Eds.), *Superdiversity and teacher learning: Supporting teachers to work with culturally, linguistically, and racially diverse students, families, and communities*. Routledge.

Edwards, P., A., Domke, L., & **White, K.** (2017). Closing the parent gap in changing school districts. In Wepner, S., & Gomez, D. (Eds.), *Challenges facing suburban schools: Promising responses to changing student populations*, 109-121. Rowman & Littlefield.

Books:

Edwards, P., Spiro, R., Domke, L., Castle, **White, K.**, Peltier, M., & Donohue, T. (2019). *Partnering with families for student success: 24 scenarios for problem solving with parents*. Teachers College Press.

Manuscripts in Process:

Kennedy, L.M., & **White, K.**, (under review). Interanimating critical thinking and critical literacy in rural elementary teacher education: A cross-disciplinary approach. *Teachers and Teaching*.

Hopkins, L.J., **White, K. L.** Hopkins, L.J, Castle, A.M., Edwards, P.A. (revise and resubmit). *Teaching with Literacy Programs: Navigating Curriculum Materials for More Equitable Instruction*. Harvard Education Press.

PRESENTATIONS

Tondreau, A., Gardnier, White, K., Stevens, E., Hinman, T., Dussling, T., Wilson, N., & Degener, S. (April, 2021). *(Be)coming Critical Teacher Educators: Collaborative Self-Study Across Contexts*. Presentation at the annual meeting of the American Educational Research Association. (Virtual Conference).

White, K., Tondreau, A., Gardiner, W. Degener, S., Stevens, E., Dussling, T., Hinman, T., & Wilson, N. (December, 2020). *Critical Friends Fostering Culturally Responsive Pedagogy*. Presentation at the annual conference of the Literacy Research Association. (Virtual Conference).

Appelget, C., Degener, S., Donohue, T., Faeth, E., Gardiner, W., & **White, K.** (December, 2020). *Our Words Matter*. Presentation at the annual conference of the Literacy Research Association. (Virtual Conference).

Tondreau, A. L., Wilson, N. S., Dussling, T., Gardiner, W., Degener, S., **White, K.**, Cullen, K., Stevens, E. & Hinman, T. (April, 2020) *Balancing Critical Literacy and Literacy Practice: A Self-Study of Literacy Teacher Educators Across Contexts* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tkhdgl2> (Virtual Conference).

White, K. & Thoms, C. (November, 2020). *Reading Instruction and Reading Policy*. (Virtual Conference).

White, K. (December, 2019). *A Multimodal Representation and Analysis of the Corporeal Presence of the "At-Risk" Reader Status*. Presentation at the annual conference of the Literacy Research Association. Tampa, FL.

Tondreau, A., **White, K.**, Wilson, N., Degener, S., Gardiner, W., Stevens, E., Dussing, T., Foley, T., & Cullen, K. (December, 2019) *Critical Literacy in Community: A Self-Study of Teacher Educators Across Contexts*. Presentation at the annual conference of the Literacy Research Association. Tampa, FL.

Edwards, P. & **White, K.** (March, 2019). *Advancing Collaborative Parent-Caregiver Partnerships: Equipping Teacher Candidates to (Re)envision Family/ Caregiver Needs and Intercalations*. Presentation at the annual conference of the Michigan Reading Association. Grand Rapids, MI.

White, K., & Arkansas, K. (March, 2019). *Inclusive Literacy Instruction in the Early Childhood Classroom*. Presentation at the annual conference of the Michigan Reading Association. Grand Rapids, MI.

White, K. (February, 2019). *The Mis-Educative Experience of Assessment: You, Me, and the DRA*. Presentation at the annual conference of the Ethnography in Education Research Forum. Philadelphia, PA.

White, K. (November, 2018). *The Entanglement of Materiality, Literate Identity, and the Reading (Dis)Ability Construct in a First-Grade Classroom*. Presentation at the annual conference of the Literacy Research Association. Indian Wells, CA.

White, K. (February, 2018). *Jayda's Aesthetization of Reading (Dis)Ability: A Case Study of First-Grade Retention*. Presentation at the annual Conference on Academic Research in Education, Las Vegas, NV.

- Apol, L., Nguyen, H., **White, K.**, McCarthy, M., & Weippert, T. (November, 2017). *Identifying and interrogating ideology in literature: Cultivating critical/ resistant reading*. Presentation at the annual conference of the Literacy Research Association. Tampa, FL.
- Wargo, J.M., **White, K.**, & Wittingham, C. (October, 2017). *Reconfiguring the social world in early childhood literacy: Materiality, movement, and modality as mediation*. Presentation at the annual conference of the Reconceptualizing Early Childhood Education. Toronto, Ontario, Canada.
- White, K.** & Edwards, P. (March, 2017). *Ten tips for literacy instruction in a diverse classroom*. Presentation at the annual conference of the Michigan Reading Association. Grand Rapids, MI.
- White, K.**, & Edwards, P. (February, 2017). *Deconstructing reading curricula: A critical analysis of “kinds of readers.”* Presentation at the annual conference of the Ethnography in Education Research Forum. Philadelphia, PA.
- Castle, A., & **White, K.** (November, 2016). *Scaffolding early field experiences for preservice teachers learning to assess literacy development*. Presentation at the annual conference of the National Council of Teachers of English. Atlanta, GA.
- White, K.** (November, 2016). *Collective advocacy: The research and practice of English education doctoral students*. Presentation at the annual conference of the National Council of Teachers of English. Atlanta, GA.
- White, K.** (November, 2016). *Basal reading curricula and the medicalized discourse of pathology and cure*. Presentation at the annual conference of the Literacy Research Association. Nashville, TN.
- White, K.** (November, 2016). *What’s right with Gavin? Recognizing literacies in a neurodiverse emergent adolescent*. Presentation at the annual conference of the Literacy Research Association. Nashville, TN.
- White, K.**, Castle, A., & Rosaen, C. (November, 2016). *Understanding varied field arrangements: Putting action into a real-world setting*. Presentation at the annual conference of the Literacy Research Association. Nashville, TN.
- White, K.** & Castle, A. (March, 2016). *Working alongside children in caring ways: An asset-based perspective*. Presentation at the annual conference of the Michigan Reading Association. Detroit, MI.
- Brownell, C. J. & **White, K.** (April, 2016). *Turning around the preparation of prospective teachers: Reframing literacy practices for diverse students*. Presentation at the annual meeting of the American Educational Research Association. Washington, D.C.
- Stanulis, R., & **White, K.** (March, 2015). *Let’s discuss! Discussions to improve reading comprehension and critical thinking*. Presentation at the annual conference of the Michigan Reading Association. Grand Rapids, MI.
- White, K.**, & Hopkins, L., J. (March, 2015). *Getting to know the Michigan reading journal*. Poster presented at the annual conference of the Michigan Reading Association. Grand Rapids, MI.

Invited Presentations

- Stevens, E.Y., Wilson, N., Hinman, T., Dussling, T., **White, K.**, Tondreau, A., & Gardiner, W. (2021, February). *Working Towards the Habits of Mind for Anti-Bias/ Anti-Racist Teaching*. Rochester Area Literacy Council Annual Conference, Rochester, NY.
- White, K.**, & Arkansas, K. (May, 2019). *Developing Literate Children*. Presented at the annual conference of the Upper Peninsula Children's Coalition, Northern Michigan University, Marquette, MI.

White, K., & Castle, A. (October, 2016). *A strength-based approach to teaching and learning*. Presentation at the annual conference of the Cooperating Teachers' Conference, Grand Valley State University, Grand Rapids, MI.

White, K. (April, 2015, March, 2014). *An overview of the Orton-Gillingham methodology*. Online guest lecturer for Responding to Literacy Learning Difficulties II, Michigan State University, East Lansing, MI.

RESEARCH APPOINTMENTS

Graduate Student Researcher 2017-2018
College of Education, Michigan State University
Connecting Home & School: The Missing Link in Teacher Preparation
Principal Investigator: Patricia A. Edwards, Ph.D.

Graduate Student Researcher 2017-2018
College of Education, Michigan State University
The Jeanne S. Chall Visiting Researcher: Bottom-Up and Top-Down: A Critical Content Analysis of Basal Reading Programs' Recommendations for "Differentiated" and Culturally Responsive Instruction
Principal Investigator: Patricia A. Edwards, Ph.D. Funded by: Harvard Graduate School of Education

Graduate Student Researcher 2014
College of Education, Michigan State University
Science, Oral Language, and Literacy Development from the Start of School (SOLID Start)
Principal Investigators: Tanya S. Wright, Ph.D., Amelia Gotwals, Ph.D.

GRANT-FUNDED RESEARCH

Principal Investigator 2020-present
Project title: Implementing Interactive Read Alouds in an Online Environment: 21st Century Literacy Instruction In Teacher Education
Funded by: College of Health Sciences and Professional Studies Grant
Northern Michigan University [\$5,000]

Principal Investigator 2018-present
Project title: Equitable Access to Learning in Michigan's Upper Peninsula (EqualUP)
Funded by: College of Health Sciences and Professional Studies Grant
Northern Michigan University [\$4,714]

Principal Investigator 2017-2018
Project title: The Intersection of Reading Instruction, Assessment, and Bodies in a First-Grade Classroom
Funded in party by: MSU Graduate School & MSU College of Education [\$7,000]

Principal Investigator 2017-2018
Project title: Increasing Student Achievement and Caregiver Involvement in an Urban First-Grade Classroom: Providing Mobile Access and Scaffolding to Print-Based and Digital Literacy
Funded by: Michigan Association for Computer Users in Learning (MACUL) Grant [\$1,280.94]

Principal Investigator 2016-2017
Project title: Basal Reading Curricula and the Medicalized Discourse of Pathology and Cure

PROFESSIONAL EXPERIENCE

Higher Education Teaching Experience

- Undergraduate Courses, Education, Leadership, and Public Service, 2018-present
Northern Michigan University
- ED 306: Children's Literature 2019
Introduction to the literature available for children, the development of criteria for evaluating books and a study of the literature program in the elementary schools.
- ED 311: Language Arts Methods and Materials for Elementary Teachers 2018-present
Survey of theories, research, strategies and activities for incorporating the language arts throughout the elementary curriculum.
- ED 316: Elementary Reading Instruction I 2018-present
Study of the reading process and introduction to various techniques, with a number of observations of reading instruction in elementary classrooms.
- ED 318: Elementary Reading Instruction II 2018-present
An in-depth consideration and extension of the content provided in Reading Instruction I: examination of diagnostic techniques, introduction of reading subject matter materials, and a practicum experience.
- ED 462: Literature for Young Adults 2019-present
A comprehensive study of books for young adults, designed for secondary school teachers. Needs and interests of adolescents are studied in conjunction with the application of selection principles to fiction and nonfiction of all types. Emphasis is placed on developmental reading for the accelerated, the average and the reluctant student.
- Graduate Courses, Education, Leadership, and Public Service, 2020-present
Northern Michigan University
- ED555: Family Partnerships in Early Childhood Education 2020-present
Focuses on the philosophical, psychological, and sociocultural aspects of working with families and children in early childhood settings. Students will examine the family structure factors that impact development and learning during birth to 8 years of age and will focus on strategies to initiate and maintain positive relationships and provide resources and support for families.
- ED574: Seminar in Educational Research 2020-present
A capstone graduate seminar in educational research. Candidates will complete (1) a graduate research report, portfolio, exhibit, or (2) two file papers.
- Undergraduate Courses, College of Education, Michigan State University
- TE 348: Reading and Responding to Children's Literature 2017
Literary understanding and genres in reading and teaching children's literature. Critical and theoretical perspectives in evaluating children's literature. Children's responses to literature. Literary, social, and pedagogical issues in the study of children's literature.
- TE 301: Literacy Learners and Learning in Context 2013-2015
Language and literacy development in sociocultural context at the elementary level (K-8). Natural and

socially constructed differences among learners. How to learn about a child. Ten components of literacy. Assessment. Reading or writing related disability.

Graduate Courses, College of Education, Michigan State University

TE 842: Elementary Reading Assessment and Instruction (*Online Section for Chinese Certification Students*) 2017

Characteristics of effective reading assessment and instruction as identified in research and described by respected reading researchers and practitioners.

TE 873: Literacy and Leadership (*Online*) 2017-18

Leadership roles for teachers in developing and improving literacy programs at preschool, K-12, college, and adult education levels. Assessing local needs in the context of national and state professional standards for literacy instruction. Maximizing use of resources. Evaluating programs and communicating evaluation results.

TE 802: Reflecting & Inquiry in Teaching Practice I: Literacy 2016

Qualitative and quantitative research methods on teaching and learning. Criteria for judging the validity and applicability of research-based knowledge. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practice.

TE 501: Internship in Diverse Learners I 2013-2016

Directed and evaluated internship in heterogeneous classrooms. Teaching worthwhile content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.

TE 501: Internship in Diverse Learners II 2013-2016

Continuing internship in heterogeneous classrooms at selected schools. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.

Field Instructor

College of Education, Michigan State University 2013-14

College of Education, Michigan State University 2015-16

PROFESSIONAL DEVELOPMENT EXPERIENCE

Instructor and Independent Consultant, Institute for Multi-Sensory Education

Orton-Gillingham 30-Hour Comprehensive Training 2008-2014

Orton-Gillingham 24-Hour Advanced Training 2008-2014

Orton-Gillingham 18-Hour Introductory Training 2008-2014

Orton-Gillingham 12-Hour Phonological Awareness Training 2008-2014

SERVICE

I. Service to the Profession

Manuscript Reviewer, *Frontiers in Education* 2020-present

Manuscript Reviewer, *The Reading Teacher* 2020-present

Manuscript Reviewer, *Journal of Literacy Research* 2021-present

Proposal Reviewer, American Educational Research Association	2020-present
Manuscript Reviewer, <i>Literacy Research: Theory, Method, and Practice</i>	2019-present
President, Marquette Alger Reading Council (MARC)	2019-present
Proposal Reviewer, Literacy Research Association	2016-present
Treasurer, Literacy Research Association's Doctoral Student Innovative Community Group	2017
Recording Secretary, Wayne County Reading Council (WCRC)	2016-2018

II. Institutional Service

NMU School of Education, Leadership and Public Service, Chair, Curriculum Committee	2019-present
NMU School of Education, Leadership and Public Service, Teacher and Selection Review Committee	2018-present
NMU School of Education, Leadership and Public Service, Undergraduate Review Committee	2018-present
NMU, Academic Service Learning Committee	2018-present
MSU Dept. of Teacher Education, Department of Teacher Education, Graduate Student Mentor	2014-2018
MSU Dept. of Teacher Education, Chair's Advisory Committee	2016-2017
MSU Dept. of Teacher Education, Literacy Colloquy Team	2016-2018

GRADUATE STUDENT MENTORING AND ADVISING

Northern Michigan University

Thesis Committee Member

- Aho, Jessica, (2020): *Veteran Teachers' Experiences in Connection to Teacher Empowerment Within the School*
- Thoms, Christopher (2020): *Seventh-grade Students' Critical Evaluation and Distinguishing Skills in Determining Credibility of Internet Sources*
- VanEnkevort, Jaime (2020): *Availability and Perceived Effectiveness of High School Programs, Services, and Approaches to Address Trauma-Related Outcomes in the Upper Peninsula of Michigan*

Michigan State University

Ph.D. practicum committee member for Tracy Weippert, Teacher Education Project title: Examining Teacher-Child Conversations in Early Childhood Classrooms	2017
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INSTITUTIONAL MEMBERSHIPS AND AFFILIATIONS

American Educational Research Association

- Division G: Social Context of Education
- Division K: Teacher Education
- SIG Early Education and Child Development
- SIG Self Study of Teacher Education Practices

International Literacy Association (ILA)

International Society for Technology in Education (ISTE)

Literacy Research Association (LRA)

Marquette Alger Reading Council (MARC)

Michigan Reading Association (MRA)

National Council for the Teaching of English (NCTE)

ACADEMIC REFERENCES

Amy Parks

Dissertation Chair, Advisor

Associate Professor

Michigan State University

Department of Teacher Education

620 Farm Lane, East Lansing, MI 48824

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Laura Tortorelli

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Cheryl Rosaen

Teaching Supervisor (Elementary Literacy)

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