

Patricia Marie Gonzales-Durham

Curriculum Vita

Contact Information

Home:

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Work:

Sam Houston State University

Department of Language, Literacy, and Special Populations

TEC 111c

Huntsville, TX 77341

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(936) 294-3912

Education

Texas A&M University-Corpus Christi, Corpus Christi, Texas, 2012. PhD in Curriculum and Instruction with a Literacy Emphasis. Research focus: Pedagogical growth of the novice literacy educator and how they create ownership and identity through their trainings.

Texas A&M University-Corpus Christi, Corpus Christi, Texas, 2004. M.S. in Curriculum and Instruction with a Reading Emphasis. Thesis/Capstone title: Reliving the Art of Literature: Creating Motivation through Reader's Response.

Texas Tech University, Lubbock, Texas, 1992. B.S. Multidisciplinary Studies with an Emphasis on Elementary Education. Minor in American History.

Teaching competencies:

Reading Instruction (42 semester credit hours)

Curriculum and Instruction (21 semester credit hours)

Graduate status: Full membership- Doctoral (2017)

Honors

2016 Language, Literacy, and Special Populations Blackboard Course Redesign committee recognized the redesign of the online courses READ 5307 and READ 5308 as substantial and EXEMPLARY.

Academic Positions

Sam Houston State University, Huntsville, TX

Assistant Professor, 2012-present

Sam Houston State University, Huntsville, TX

Adjunct Instructor, 2009-2012

Lone Star College Online, The Woodlands, TX

Adjunct Instructor, 2009

Courses Taught

Face to Face Courses Taught

READ 3370 The Teaching of Reading, READ 3371 The Assessment of Reading/Writing, and READ 3372 The Teaching of Language Arts

(2012-current at Sam Houston State University)

These 9 hour blocked courses are imbedded in an elementary school and include a level 3 field experience with 60 hours of mentor classroom exposure. Students connect knowledge, theory, rationale, and application of emerging literacies, Guided Instruction, Reader's and Writer's Workshop, and word study. Students use assessments to design instruction for reading, writing, and word study. A guided instruction approach is used for designing instruction. Students study one student throughout the semester and complete a case study.

READ 4215 Multiple Literacies in the Content Area for EC-6

(2016 at Sam Houston State University)

This course emphasizes analysis, synthesis, and evaluation for the teaching of multidisciplinary literacies in grades EC-6. Preservice teachers apply content specific literacy skills and strategies designed to enhance students' reading, writing, listening, speaking, and thinking. A variety of materials are used to develop the process of teaching inquiry and research.

READ 4205 Content Literacy

(2009-2012) Sam Houston State University (2006-2008) A & M University- Corpus Christi

Course was imbedded in the Content Methods Block semester prior to student teaching as was a level 3 field experience course. This course aligned with the courses Teaching of Math, Science, and Social Studies (9 hours). Students connected knowledge, rationale, and application of content literacy strategies to planning for instruction in the content areas.

Online Course Taught

READ 5307: Practicum of Literacy Assessment and Instrumental Strategies I.

(Summer 2016- present at Sam Houston State University)

This 10-week online course provides an opportunity for an in-depth study of current approaches to assessment as a foundation for literacy instruction. In supervised experiences, teachers will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, to guide instruction, and to involve the learner in self-assessment. Field experience hours are embedded in the course.

READ 5308: Practicum in Literacy Assessment and Instructional Strategies II.

(Summer 2016 and summer 2017 at Sam Houston State University)

This 10-week online course offers an in-depth study of the assessment of struggling readers and writers. In supervised settings, teachers will use various formal and informal individual assessment procedures and instruments. These assessments will direct instructional strategies and methodology. Candidates develop individual case studies. Field experience hours are embedded in the course.

EDUC 1300 Learning Framework (2009- Lone Star College Online)

This course teaches concepts from the learning sciences to help students acquire the strategies and the tenacity necessary to succeed in mathematics, in other college coursework, and within their future careers: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies.

Course Development

READ 5307 Practicum of Literacy Assessment and Instrumental Strategies I and READ 5308 Practicum in Literacy Assessment and Instructional Strategies II (Summer 2016 SHSU Online)

In late spring of 2016, TEA issued new guidelines for professional certification. The field experience attached to this course needed to comply with TEA. One of the main changes TEA added to this course was the requirement of diverse field experience with diverse populations. An increase to 160 field hours was imbedded into the master's reading program, as well as 135 minutes of documented observation. Validation and assessment protocols were added to the course for these field hours. Intervention design for field experience was redeveloped to meet these needs. Additionally, the online format was redeveloped to address these requirements. The Language, Literacy, and Special Populations Blackboard Course Revision committee award the redevelopment of the online course as exemplary in Fall 2016.

READ 4215 Multiple Literacies in the Content Area for EC-6 grades (2012-2013 Sam Houston State University)

Redesigned READ 4205 course and worked with two other program colleagues to refocus the lens for this course to be the 'acquisition' of the language of math, science and social studies through the five literacies. Course adopted for Fall 2015.

Lone Star Alternative Teacher Certification Program (2010)

Title: Who is the ELL student and what are we expected to do with them! : Lessons on meeting the needs of the English Language Learner.

6 hour course for the alternative teacher certification program. Course objectives were to: Recognizing characteristics of both the ELL and the teacher of an ELL, distinguishing the literacy skills necessary for success across all academic areas, and developing curriculum instruction that addresses these literacy needs.

Three 2-hour modules were created addressing: Lesson 1- Knowing the ELL student and their Teacher, Lesson 2- Identifying the literacy skills for Success, and Lesson 3- Addressing literacy strategies to aid the ELL in Listening, Speaking, Reading, and Thinking for academic success.

Research/Grant Funding

2015 Institute of Education Sciences - *Exploring a University/School District Partnership Effort to Explore Student Engagement*- \$399,997, under review. Co-Principal Investigator.

ALER 2015 Teacher Education Research Grant- *Literacy Fellows Project: A study of the impact a university literacy undergraduate fellowship program has on developing professional identity during the novice years for literacy teachers*- \$3000.00, unfunded. Principal Investigator.

2006-2008 VerizonReads Foundation- *R.O.A.D. (Read Once A Day) Scholars- A Literacy Outreach Program*, requested and funded \$15,000.00. Principal Investigator/Developer.

Research Complete 2017

Durham, P. & Reed, J. (2017).- Building Pedagogical Content Knowledge and Ownership through Fostering an Understanding of Content Language Fluency. Abstract: In this mixed-methods study, data was collected on 60 junior level undergraduate teacher education students who utilized a semantic feature analysis chart over a 5-week semester. Through this chart, participants analyzed strategies for the ability to support content language fluency through the use of multiple literacies (i.e. reading, writing, speaking, listening, and thinking). Findings indicate that use of the chart helped these future teachers build pedagogical content knowledge for the concept of content language literacy as well as strengthen the ability to recognize and implement teaching strategies that developed fluency in content language use. Over the course of the semester, the preservice students also developed more confidence and ownership in selecting literacy strategies that would foster content language fluency in student learning. Findings of the research and various isolated aspects of the study such as the use of the semantic chart, the perceptions of the undergraduate students, and the review of literature were presented at the ILA conference in Boston, MA, the ALER conference in St. Petersburg, FL, and at TALE in Corpus Christi, TX. The manuscript for the study was submitted to *Literacy Research and Instruction* and is under review.

Research in Progress

Durham, P. & Raymond, R.- Collaboration Defined: A content analysis study on perspectives of collaboration skills. During the latest Texas revision cycle for the English Language Arts Reading (ELAR) state standards, collaboration was heavily debated during State Board of Education meetings on whether to include it as a stand-alone strand or to collapse the drafted strand and student expectations into the strand Foundational Skills. Texas literacy organizations, teachers, the official TEA Standards Writing Committee for the standard revision, several SBOE 'Expert' reviewers, and businesses overwhelmingly supported the need for collaboration to be a separate strand so specific skills are taught rather than simply experienced in the classrooms as group interaction. In the end, the SBOE disregarded the needs of these groups and allowed the drafted strand to be collapsed into Foundational Skills. The purpose of this study was to investigate in which ways literacy journals are supporting the teaching of collaboration skills, and to uncover how collaboration is being advocated in these journals. Are they advocating teaching established collaboration skills specifically, or approaches within classroom instruction which utilize collaboration skills but may not teach them directly. Articles from four literacy journals during the years 2006-2016 were coded via mixed method content analysis.

UPDATE to this research: In 2017, content analysis was completed and results of the study presented at the ALER 2017 annual conference. Currently, this research is in the writing stage.

Chase, Y., Durham, P., Cox, D., & Miller, M. - Improving Reading Comprehension with Readers Theater. A major goal of the project is to update a Readers Theater protocol we created 7 years ago (Young & Rasinski, 2009). The focus of the original protocol was mainly on improving the reading fluency of second grade readers. While we believe fluency to be the bridge to reading comprehension and students who are more fluent are typically more proficient readers, we feel it is time to develop and test a new protocol that specifically targets reading comprehension and word study. We choose to extend the research on Readers Theater because it is a highly engaging activity that integrates the arts into the classrooms, increases confidence, and simultaneously improves various aspects of reading. Utilizing a multi-site cluster randomized design, we will randomly assign intact classrooms to treatment and control groups. Teachers in the treatment groups will be trained to implement Readers Theater, and control classrooms will continue "business as usual." We aim to answer the following research question: What effect, if any, does the Readers Theater+ Comprehension and Word Study have on students' reading fluency and comprehension? We plan to conduct a 2 x 2 repeated measures ANOVA to determine the effects of the treatment and control, and, if necessary, calculate mean difference effects sizes to further examine the nature of the effects.

Summer 2017: We recruited approximately 700 kids to examine the effects of a newly developed readers theater framework on second and third graders' word decoding, word knowledge, and reading comprehension. However, due to Hurricane Harvey, many of the classes had to drop out of the study. Thus, the overall N was reduced to approximately 200 and all participants are 2nd graders. The quasi-experimental study examined the effects of the new Readers Theater format vs. typical school instruction on students' reading achievement as measured by the Gates-McGinitie 5th Edition.

Fall 2017: The subjects were chosen as a non-probability sample and served as the treatment and comparison groups. The subjects were pre- and post-tested on reading comprehension, vocabulary, and decoding. At this point, four classrooms have submitted their final data, and we expect the remaining data by the end of January.

Publications in Chronological Order

Refereed Articles

Durham, P. & Reed, J. (under review). Building Pedagogical Content Knowledge and Ownership through Fostering an Understanding of Content Language Fluency. *Literacy Research and Instruction*

Young, C., Durham, P., & Dominguez, C. (in press). A stacked approach to reading intervention: Increasing second and third graders' independent reading levels with Read Two Impress. *Journal of Research in Childhood Education*.

Durham, P. & Ingram, J. (2016). Viewing content curriculum through the lens of language acquisition: A content analysis. *READ: An Online Journal for Literacy Education*, 2, 6-17.

Durham, P. & Raymond, R. (2016). Building Cognitive Reading Fluency through 'Tagging' for Metacognition. *The Texas Journal of Literacy Education*, 4, 46-56. ISSN 2374-7404

Book and Book Chapters

Haas, L., **Durham, P.**, & Williams, J. (2016). *Becoming fluent in the language of content: Developing strategic readers as critical consumers of information*. Dubuque, IA: Kendall-Hunt Publishing. (full edition)

Haas, L., **Durham, P.**, & Williams, J. (2015). *Becoming fluent in the language of content: Developing strategic readers as critical consumers of information*. Dubuque, IA: Kendall-Hunt Publishing. (Beta/partial edition published)

Refereed Journals

Grote-Garcia, S. & **Durham, P.** (2013). Engaging readers, increasing comprehension, and building skills: The power of patterned books. *The Texas Journal of Literacy Education*, 1, 45-53.

Vasinda, S., Grote-Garcia, S., & **Durham, P.** (2013). Special Series Sharing common ground: Texas and the Common Core Standards. *The Texas Journal of Literacy Education*, 1, 77-89.

Durham, P. (2013). Constructing voices through lived-experiences: A phenomenological study of novice reading teachers' personal understanding of pedagogical ownership and professional identity. *The Association of Literacy Educators and Researchers Yearbook: Literacy is Transformative*, 35, 205-220.

Refereed Book and Book Chapters

Durham, P. (2013). Building capital during the novice years of teaching reading. In B. Griffith (Ed.), *The interdependence of teaching and learning*. Charlotte, NC: Information Age Publishing.

Refereed Journals

Durham, P. (2010). WikiSpace.com: The meeting of the minds. An analysis of collaborative authorship. *English in Texas*, 40, 21-34.

Non-refereed

Durham, P.M. (2015). President's message- Farewell. *TALE Newsletter, Summer 2015*. Retrieved from <http://www.texasreaders.org/current-newsletter.html>

Durham, P.M. (2015). President's message- Conference. *TALE Newsletter, Spring 2015*. Retrieved from http://www.texasreaders.org/uploads/4/4/9/0/44902393/spring_2015_newsletter.pdf

Durham, P.M. (2014). President's message- Transformative thinking. *TALE Newsletter, Fall 2014*. Retrieved from http://www.texasreaders.org/uploads/8/6/6/5/8665759/fall_newsletter_2014_revised_1.pdf

Durham, P.M. (2014). President's message- Welcome. *TALE Newsletter, Summer 2014*. Retrieved from http://www.texasreaders.org/uploads/8/6/6/5/8665759/summer_newsletter_2014_2.pdf

Durham, P.M. (2014). Introduction/Preface. In Martinez, E., Sharp, L., Pilgram, J. & Durham, P (Eds) *Texas Association for Literacy Education Yearbook –Building Momentum* (2). Retrieved from http://www.texasreaders.org/uploads/8/6/6/5/8665759/2014_yearbook-_published.pdf

Professional Presentations

National/International

Durham, P. & Raymond, R. (2017). Collaboration Defined: A content analysis study on perspectives of collaboration skills. Research presented at the annual meeting of the Association of Literacy Educators and Researchers, St. Petersburg, FL.

Durham, P. & Reed, J. (2017). A study of student perspectives of content language fluency. Research presented at the annual meeting of the Association of Literacy Educators and Researchers, St. Petersburg, FL.

Durham, P. & Reed, J. (2017). Developing pedagogical content knowledge for content language literacy in preservice teachers. Paper presented at the annual meeting of the International Literacy Association/Professors of Literacy Teacher Education SIG, Orlando, FL.

Durham, P. & Ingram, J. (2016). Viewing content curriculum through the lens of language acquisition: A content analysis. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Myrtle Beach, NC.

Durham, P. (2016). Tagging for metacognition: Building cognitive fluency through collaborative dialogue. Paper presented at the annual meeting of the International Literacy Association/Professors of Literacy Teacher Education SIG, Boston, MA.

Durham, P. (2016). Literacy Fellows: Building professional landscapes and capital. Research presented at the annual International Literacy Association/Specialized Literacy Professionals Regional conference in conjunction with the Texas Association for Literacy Education, San Antonio, TX.

Durham, P. (2015). Building professional landscapes and capital: Nurturing the novice literacy teacher. Invited speaker for the Teacher Education Division at the annual meeting of the Association of Literacy Educators and Researchers, Costa Mesa, CA.

Durham, P. (2015). Content literacy: It's rather like a language. Paper presented at the annual meeting of the International Reading Association Conference/PRTE SIG, St. Louis, MO.

Durham, P. & Ingram, J. (2014). Becoming fluent in the language of content. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Del Rey, FL.

- Durham, P. (2013). What readers and writers want you to know about informational text. Paper presented at the annual meeting of the International Reading Association Conference/SHSU Institute, San Antonio, TX.
- Durham, P. (2012). Transforming agents of novice reading teachers. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Grand Rapids, MI.
- Durham, P. (2012). Building capital during the novice years of teaching reading. Paper presented at the annual meeting of the Curriculum and Pedagogy Conference, New Orleans, LA.
- Durham, P. (2012). The generation 2.0 of literacy development. Paper presented at the annual meeting of the International Reading Association Conference/PRTE SIG, Chicago, IL.
- Durham, P. (2008). Teacher research: Expanding roles, hybrid identities and critical development. Paper presented for the annual meeting of the College Reading Association, Sarasota, Florida.
- Durham, P. (2007, November). R.O.A.D. Scholars literacy outreach program- Implementation of a pilot program for improving motivation for reading in middle school students. Paper presented at the annual meeting of the College Reading Association, Salt Lake, UT.
- Durham, P., Stocks, G., & Thompson, W. (2007, October). Curriculum possibilities. Paper presented at the annual meeting of the Curriculum and Pedagogy Conference, Marble Falls, TX.

State/Local

- Durham, P. & Reed, J. (2017). Developing a critical eye for building content language fluency. Research presented at the annual meeting of the Texas Association for Literacy Education, Corpus Christi, Tx.**
- Durham, P. (2016). Viewing content curriculum through the lens of language acquisition: A content analysis. Paper presented at the annual Joan Prouty Conference, Huntsville, TX.
- Durham, P., Williams, L., Quigley, C., Wheaton, K., Roberts, P., & Martinez, J. (2015). Badabing: Writing in a snap. Paper presented at the annual Joan Prouty Conference, Huntsville, TX.
- Durham, P. (2013). Making it real: Informational writing that kids want! Paper presented at the annual meeting of the Texas Association for Literacy Education, Round Rock, TX.
- Durham, P. (2012). Voices of ownership and identity: What's hot for the twenty-first century literacy teacher! Paper presented at the annual meeting of the Literacy Summit, San Antonio, TX.
- Durham, P. (2008). Navigating through nonfiction. Paper presented at the annual Reading Conference, Texas A&M University-Corpus Christi, Corpus Christi, TX.
- Durham, P. (2007). The nonfiction reader's toolbox. Paper presented at the annual conference of the Center for Educational Development, Evaluation, and Research, Texas A&M University-Corpus Christi, Corpus Christi, TX.
- Durham, P. (2007). Computing meaning through reader's response. Paper presented at the annual Reading Conference, Texas A&M University-Corpus Christi, Corpus Christi, TX.
- Durham, P. (2007). Beyond the words and into the world of text. Paper presented at the annual conference of the Mid-Coast Reading Conference, University of Houston-Victoria, Victoria, TX.

Service

University

First Year Experience Mentor

Fall 2016

College

Dean's Ad Hoc Workload Committee

Fall 2015-current

College Ad Hoc Strategic Planning Committee

2016-2017

Academic Review Panel Committee

2017 Fall

Dispositions Ad Hoc Committee

Spring/Summer 2017

Grow Your Own Initiative Planning and Presenter

2017

Distinguished Educator Award Committee/ member

2013-2017 spring

Professional Concerns Committee

2015-2016

Alternative Writing Project

2015-2016

College of Education charter school proposal

(2 nd grade Language Arts Scope and Sequence writer)	2015
NCATE Standard 3 Committee/member	2013-2013
Teacher Work Sample Committee/member	2014-2015
Technology Committee/member	2014-2015
<u>Department</u>	
Social Committee/Chair	2013-2017 spring
Curriculum Committee/member	2013-current
Strategic Planning Department representative	2016-2017
DFES committee member	2017
Research Committee member	2017 Fall
Early Childhood New faculty search committee	2017 Fall
Social Committee/member	2012-2013
Learning Lab Committee/ member	2012
<u>Reading Program Area</u>	
Master's Reading Specialist Coordinator	2017 (end of fall)
Master's Reading Specialist Co-coordinator	2016-2017
Dissertation committee member (2 students)	2016-current
Literacy Fellows/Chair	2012
New course creation team	2012-2013
<u>Service to the Field</u>	
Association of Literacy Educators and Research, 2006-current	
Chair for the Teacher Education Division,	2017
Co-Chair for the Teacher Education Division,	2015-2016
Proposal Review Committee	current
Texas Association for the Improvement of Reading (TAIR)	
Strategic Planning	2016
Texas Association for Literacy Education, member	2011- current
Past President, 2015-2016	
President, 2014-2015	
President-elect, 2013-2014	
Vice-President, 2012-13	
TALE 2013-2015 Conference planning committee- Chair	
TALE/IRA 2013 State Coordinator Search committee- Chair	
Strategic Planning Committee- Chair 2013-2015	
State Conference Coordinator	Feb. 2015
TEKS Advocacy Representative	2015-2017 spring
(Literacy liaison for the current session of the SBOE redesigning of the ELAR standards)	
Texas Literacy Organizations Coalition	2015- 2017spring
State Board of Education Testifier	2015-2016
January 26, 2016, April 6, 2016	
Content consultant for SBOE member Patricia Hardy	2016-2017 spring
<u>Community Service</u>	
Motivational Speaker at the Knox Junoir High School	
Family Day of Honor/ Lady Knights, Conroe ISD	Jan. 2018
Girl Scout Troop Professional Women's Panel	Feb. 2017
Christian Youth Foundation of Conroe	June, 2014.
Motivational speaker for the 7 th annual International Tea and Luncheon	

Consulting Editor

Martinez, E., Sharp, L., Pilgram, J. & **Durham, P** (Eds). (2014). *Texas Association for Literacy Education Yearbook –Building Momentum* (2). Retrieved from
http://www.texasreaders.org/uploads/8/6/6/5/8665759/2014_yearbook-_published.pdf

Manuscript Reviewer

The Texas Journal of Literacy Education, 2015-current

The Association of Literacy Education Research 2016 Yearbook, 2016

Professional Memberships

Texas Association for Literacy Education, 2012-present

Association of Literacy Educators and Research, 2006-current

International Reading Association, 2000-current

SIG- Professors of Reading Teacher Educators, current

SIG- Specialized Literacy Professionals, current

Professional Licensure and Certifications

Reading Specialist (K-12)

Master Reading Teacher (K-12)

Gifted and Talented Instructor (K-8)

English as A Second Language Instructor (K-8)

Elementary History Instructor (K-8)

Elementary Self-Contained Instructor (K-8)

Public School Experience

Ingleside ISD- Ingleside, Texas 2000-2006, grade 4

Aransas Pass ISD- Aransas Pass, Texas 1996-2000, grade 5/4

Tuloso-Midway ISD- Corpus Christi, Texas 1993-1996, grade 3

The Country School- Jacksonville, Florida 1992-1993, grade 1