

JESSICA ZACHER PANDYA, Ph.D.
CURRICULUM VITAE

Chair, Department of Liberal Studies
Professor, Departments of Teacher Education & Liberal Studies
College of Education
California State University, Long Beach
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<http://www.ced.csulb.edu/people/jessica-zacher-pandya>

EDUCATION

University of California, Berkeley

Ph.D. Education, Language, Literacy, and Culture, 2005
M.A. Education, Language, Literacy, and Culture, 2000

The New College of California, San Francisco

CLAD Multiple Subject Teaching Credential, 1996

The University of Chicago

B.A. Tutorial studies, independent and interdisciplinary humanities program, 1994
Honors for thesis and general honors in the College

PROFESSIONAL POSITIONS

Chair, Department of Liberal Studies, CSU Long Beach, 8/14 – present

Provide leadership and direction for academic programs, foster productive communication within the department and with our many partners, and facilitate the department's goals. Manage the department's human, fiscal, and physical resources.

Professor, Departments of Teacher Education & Liberal Studies, CSU Long Beach, 8/15 – present

Associate Professor, Departments of Teacher Education & Liberal Studies, CSU Long Beach, 8/10 – 7/15

Assistant Professor, Departments of Teacher Education & Liberal Studies, CSU Long Beach, 8/05 – 7/10

Graduate Student Instructor of Record, University of California, Berkeley, Graduate School of Education, Language, Literacy, & Culture, 8/04 – 6/05

Graduate Student Instructor, University of California, Berkeley, Graduate School of Education, Language, Literacy, & Culture, 8/02-6/03

Master Teacher, University of San Francisco Teacher Education Department, 8/98-12/98

Kindergarten Teacher, San Francisco Unified School District, 8/96-6/99

Mentee, Beginning Teacher Support Association, San Francisco Unified S.D., 8/96 –6/97

Language Arts Teacher, Pleasant Street Elementary School, Chicago, 8/94 – 12/94

RESEARCH PROJECTS

Co-PI, Transformative Clinical Practice for Developmental Educator Preparation, S.D. Bechtel, Jr. Foundation

California State University, Long Beach, College of Education, 1/15 – 6/16

Primary Investigator, Multimodal Digital Composition with English Language Learners

California State University, Long Beach, College of Education, 2/11 – 6/15

Primary Investigator, English Language Learners & Structured Language Arts Curricula

California State University, Long Beach, College of Education, 10/05 – 6/10

Primary Investigator, Identity and Social Justice Curricula

University of California, Berkeley, Graduate School of Education, 6/03-6/04

Graduate Student Researcher on Adult and Multimedia Literacy Projects

University of California, Berkeley, Graduate School of Education, 8/00 – 6/02, 6 - 8/03

HONORS AND DISTINCTIONS

Professors Around the World Travel Grant, International Education Committee, 2016-17

\$2.5K for travel to Ireland & England to support research and study abroad

Edward B. Fry Book Award, Literacy Research Association, 2014

Ávila, J. & Zacher Pandya, J. (Eds.) (2012). *Critical Digital Literacies as Social Praxis: Intersections and Challenges*. New York, NY: Peter Lang.

Leadership Fellow, CSULB President's and Provost's Leadership Fellows Program, 2014-16

Worked on the AASCU-supported CSULB "Reimagining the First Year" Project

Undergraduate Research Opportunity Program Faculty Sponsor, CSULB

2013-14 (2 students); 2014-15 (2 students); 2015-16 (3 students)

Ethics Across the Curriculum Pedagogical Stipend, Ukleja Center for Ethical Leadership

\$1K stipend to support ethics in the elementary classroom, CSULB, 2013-14

Foundation for Child Development New American Children Young Scholar, 2012-15

150K grant for "Multimodal Digital Composition with English Language Learners"

Scholarly and Creative Activities Committee, California State University, Long Beach

Course Releases (2015, 2014, 2010, 2008, 2007, 2006), 3.5K Grant (2011)

John Randolph Haynes and Dora Haynes Foundation Faculty Fellow, 2008

12K Research Stipend for Social Science Research in the Los Angeles Area

John Randolph Haynes and Dora Haynes Foundation Faculty Fellow, 2007

12K Research Stipend for Social Science Research in the Los Angeles Area

Promising Researcher Award

National Council of Teachers of English, 2006

Division G Outstanding Dissertation Award Honorable Mention, American Educational Research Association, 2006

Division C New Faculty Mentor Program, American Educational Research Association, 2006

Mentor: Elizabeth Moje, University of Michigan

Graduate Division Summer Grant, University of California, Berkeley, 2004

Spencer Research Training Grant Fellow, University of California, Berkeley, 2003 – 04,

Affiliated with the Center for Urban Education and the Center for the Study of Teaching and Learning

Flanders Fellowship, University of California, Berkeley, 1999 – 00, and 2002 – 03

Russell Fellowship, University of California, Berkeley, 2000 – 01

PUBLICATIONS

BOOKS

Mills, K. A., Stornaiuolo, A., Smith, A. & Zacher Pandya, J. (Eds.). (under contract, March 2016). *Handbook of Writing, Literacies and Education in Digital Cultures*. New York, NY: Routledge.

Wyse, D., Hayward, L. & Zacher Pandya, J. (Eds.) (2016). *The SAGE Handbook of Curriculum, Pedagogy, and Assessment*. London, UK: Sage.

Zacher Pandya, J. & Ávila, J. (Eds.) (2014). *Moving Critical Literacies Forward: A New Look at Praxis Across Contexts*. New York, NY: Routledge.

Ávila, J. & Zacher Pandya, J. (Eds.) (2012). *Critical Digital Literacies as Social Praxis: Intersections and Challenges*. New York, NY: Peter Lang. In the *New Literacies and Digital Epistemologies Series* (M. Knobel & C. Lankshear, Eds.). Winner: 2014 Edward B. Fry Book Award, Literacy Research Association.

Zacher Pandya, J. (2011). *Overtested: How High-Stakes Accountability Fails English Language Learners*. New York, NY: Teachers College Press.

PEER-REVIEWED JOURNAL ARTICLES

Zacher Pandya, J. & Ávila, J. (accepted, July 2016). Inequitable Variations: A Review of Research in Technology, Literacy Studies, and Special Education. *Literacy*.

Zacher Pandya, J., Hansuvadha, N., & Pagdilao, K. (2016). Multimodal, Digital Composition for Children with Autism: Lessons on process, product, and assessment. *Language Arts*, 93, 415-428.

Zacher Pandya, J., Pagdilao, K., Kim, A.E., & Marquez, E. (2015). Transnational Children Orchestrating Competing Voices in Multimodal, Digital Autobiographies. *Teachers College Record*, 117(7). <http://www.tcrecord.org/Content.asp?ContentId=17946>

Zacher Pandya, J. & Pagdilao, K. (2015). "It's complicated": Children learning about other peoples' lives through a critical digital literacies project. *Australian Journal of Language & Literacy*, 38(1), 38-45.

Zacher Pandya, J. (2012). A Scale Analysis of the Effects of US Federal Policy. *Pedagogies: An International Journal*, 7(2), 115-131. doi.org/10.1080/1554480X.2012.655886

Zacher Pandya, J. (2012). Mandating and standardizing the teaching of critical literacy skills: A cautionary tale. *Theory Into Practice*, 51(1), 20-26. doi.org/10.1080/00405841.2012.636330

Ávila, J., Zacher Pandya, J. Benson, V.B. & Pearson, P.D. (2011). Conducting instructional intervention research in the midst of a state takeover. *Pedagogies: An International Journal*, 6(1), 30-45. DOI: 10.1080/1554480X.2011.532085.

Zacher, J. (2009). Christina's Worlds: Negotiating childhood in the city. *Educational Studies*, 45, 1-18. doi.org/10.1080/00131940902910966

Hull, G., Zacher, J. & Hibbert, L. (2009). Youth, Risk, and Equity in a Global World. *Review of Research in Education*, 33(1), 117-159. doi.org/10.3102/0091732X08327746

Zacher, J. (2008). Analyzing Children's Social Positioning and Struggles for Recognition in a Classroom Literacy Event. *Research in the Teaching of English*, 43(1), 12-41.

Zacher, J. (2007). Talking About Difference and Defining Social Relations With Labels. *Language Arts*, 85(2), 115-124.

Hull, G. & J. Zacher (2007). Enacting Identities: An ethnography of a job training program. *Identity: An International Journal of Theory and Research*, 7(1), 71-102. doi.org/10.1080/15283480701319708

Zacher, J. (2006). White girls constructing abstract and embodied racial identities in an urban elementary school. *Urban Learning, Teaching, and Research Journal*, 2, 19-30.

Zacher, J. (2006). "I know about the holocaust!": Reading and identity work in a diverse urban classroom. *The California Reader*, 40(1), 26-32.

Zacher, J. (2003). "So is it a noun or a verb?": Examining discourses of classroom language teaching and development. *Educational Practice and Theory*, 25(2), 35-52. doi.org/10.7459/ept/25.2.03

EDITOR-REVIEWED & INVITED JOURNAL ARTICLES

Zacher Pandya, J. & Aukerman, M. (2014). Research and Policy: A Four Resources Analysis of Technology in the CCSS. *Language Arts*, 91(6), 429-435.

Aukerman, M. & Zacher Pandya, J. (2013). Research and Policy: Rethinking Common Answers to Critical Questions about Classroom Discourse. *Language Arts* 91(1), 41-47.

Wyse, D., Zacher Pandya, J. & Doecke, B. (2012). Editorial: English teachers' work in an era of standardisation. *English Teaching: Practice and Critique*, 11(3), 1-13.
<http://edlinked.soe.waikato.ac.nz/research/journal/view.php?view=true&id=67&p=1>

Zacher Pandya, J. (2012). Unpacking Pandora's Box: Issues in the assessment of English language learners' literacy skill development in multimodal classrooms. Invited Commentary. *Journal of Adolescent & Adult Literacy*, 56(3), 181-85. doi.org/10.1002/JAAL.00124

Ávila, J. & Zacher Pandya, J. (2012). This Issue (The Future of Critical Literacies in US Schools: An Introduction). *Theory Into Practice*, 51(1), 1-3.

Zacher, J. (2009). The over-testing of English language learners and their teachers. *Teachers College Record*, Date Published: April 02, 2009. <http://www.tcrecord.org> ID Number: 15605.

Hull, G., & J. Zacher, J. (2004). What is After-School Worth? Developing literacies and identities out-of-school. *Voices in Urban Education*, 3 (Winter/Spring), 36-44.

BOOK CHAPTERS

Wyse, D., Hayward, L. & Pandya, J.Z. (2016). Introduction. In Wyse, D., Hayward, L. & Zacher Pandya, J. (Eds.), *The SAGE Handbook of Curriculum, Pedagogy, and Assessment*, pp. 1-26. London, UK: Sage.

Zacher Pandya, J. (2014). Towards Critical Participatory Literacies Through Digital Video Composition in an Elementary Teacher Education Literacy Course. In Brass, J. & Webb, A. (Eds.) *Reclaiming English Language Arts Methods Courses: Critical Issues and Challenges for Teacher Educators in Top-Down Times* (pp. 40-53). New York, NY: Routledge.

Zacher Pandya, J. (2014). Standardizing, and Erasing, Critical Literacy in High-Stakes Settings. In Zacher Pandya, J. & Ávila, J. (Eds.) *Moving Critical Literacies Forward: A New Look at Praxis Across Contexts*. New York, NY: Routledge.

Zacher Pandya, J. & J. Ávila. (2014). Introduction: Making the Road by Talking: Moving Critical Literacies Forward. In Zacher Pandya, J. & Ávila, J. (Eds.) *Moving Critical Literacies Forward: A New Look at Praxis Across Contexts*. New York, NY: Routledge.

Ávila, J. & Zacher Pandya, J. (2012). Traveling, Textual Authority, and Transformation: An introduction to critical digital literacies. In J. Ávila & J. Zacher Pandya, (Eds.). *Critical Digital Literacies as Social Praxis: Intersections and Challenges* (pp. 1-12). New York, NY: Peter Lang.

Zacher, J. (2008). Social Hierarchies and Identity Politics: What a Bourdieuan analysis adds to our understanding of literacy practices and multicultural curricula. In A. Luke & J. Albright (Eds.), *Bourdieu and Literacy Education*, (pp. 477-528). Mahwah, NJ: Lawrence Erlbaum.

Leander, K. & Zacher, J. (2007). Literacy, identity, and the changing social spaces of learning. In A. Berger, L. Rush, & J. Eakle (Eds.) *Secondary School Reading and Writing: What Research Reveals for Classroom Practices* (pp. 138-164). Urbana, IL: National Council of Teachers of English.

Hull, G., & J. Zacher. (2007). Identity formation and literacy development within vocational education and work. In L. Farrell & T. Fenwick (Eds.), *Educating the global workforce: Knowledge, knowledge work, and knowledge workers. World Yearbook of Education 2007* (pp. 212-222). London: Kogan Page.

Hull, G., Jury, M. & J. Zacher (2007). Possible Selves: Literacy, identity, and development in work, school, and community. In A. Belzer (Ed.), *Toward Defining and Improving Quality in Adult Basic Education* (pp. 299-318). Mahwah, NJ: Lawrence Erlbaum.

Zacher, J. (2005). Effects of a Multicultural Curriculum in a Racially and Socioeconomically Diverse 5th-Grade Classroom. In D. McInerney & S. Van Etten (Eds.), *Council on Anthropology & Education's Research on Sociocultural Influences on Motivation and Learning: Focus on Curriculum* (Vol. 5). Charlotte, NC: Information Age Publishing.

BOOK REVIEWS

Zacher Pandya, J. (2012). Review of *Preparing Every Teacher to Reach English Learners: A practical guide for teacher educators*, Joyce W. Nutta, Kouider Mokhtari, & Carine Strebel, Eds. *Teachers College Record* <http://www.tcrecord.org> ID Number: 16833.

Zacher Pandya, J. & J. Ávila. (2012). Review of *Literacy With an Attitude: Educating Working-Class Children in Their Own Self-Interest*. Second Edition. By Patrick Finn. In *Urban Education*, 47(6), 1209-1213. DOI: 10.1177/0042085912463859

Zacher, J. (2008). From Theory to Practice: Vygotsky, sociocultural research, and classroom assessment. *Language Arts*, 86(1), 66-69.

Zacher, J. (2007). Professional Resources for Expanding Spaces of Learning. *Language Arts*, 85(1), 78-83.

Zacher, J. (2006). Review of *Travel Notes from the New Literacy Studies*, K. Pahl & J. Rowsell, Eds. *Teachers College Record*, 2006, Date Published: June 07, 2006. <http://www.tcrecord.org> ID Number: 12534.

MANUSCRIPTS UNDER REVIEW and IN PREPARATION

Zacher Pandya, J., Hansuvadha, N., & Pagdilao, K. (under review, July 2015). Digital Video Composition with Children with Special Needs as Redistributive Social Justice: Javier's Case.

Zacher Pandya, J., Carlos, L., Salguero, Y., & Castellanos, M. (under review, March 2016). So What Did You Like About Making a Digital Video in School?: Children's views on writing, choice and audience in multimodal composition.

Zacher Pandya, J. & Golden, N. (in preparation, March 2016). Critical Media Literacies and Power. In Mills, K. A., Stornaiuolo, A., Smith, A. & Pandya, J.Z. (Eds.). *Handbook of Writing, Literacies and Education in Digital Cultures*. New York, NY: Routledge.

Yun, C., Nelson, F., Bennett, L. & Pandya, J. (in preparation, 2016). Developing a habit of reflective practice: The importance of learning from your teaching.

CONFERENCE PRESENTATIONS

Low, D. & Zacher Pandya, J. (2016). Seeking More Productive Approaches to Multimodal Analysis. Paper proposed for presentation at the Literacy Research Association Conference. Nashville, TN.

Zacher Pandya, J., Carlos, L., Salguero, Y., & Castellanos, M. (2016). The Transformative Power of Choice in Multimodal, Digital Composition. Paper proposed for presentation at the Literacy Research Association Conference. Nashville, TN.

Golden, N. A. & Pandya, J.Z. (2016). A Framework for Understanding the Roles of Literacy in the Identity Enactments of Marginalized Youth. Paper accepted for presentation in the symposium "Revisiting Literacies and Identities: Agency, Intertextuality and Positioning in Learning Spaces" at the American Educational Research Association Annual Meeting. Washington, D.C.

Low, D. & Pandya, J. Z. (2016). Developing a More Productive Blend: On the Limitations of a Mashup Approach to Multimodal Analysis. Paper accepted for presentation at the American Educational Research Association Annual Meeting. Washington, D.C.

Zacher Pandya, J. & Ávila, J. (2015). Research and Practice Gaps Between Technology, Literacy, and Special Education: A Review of Research. Literacy Research Association Conference, San Diego, CA.

Golden, N. A. & Pandya, J.Z. (2015). Improvisation and Equity: Roles of Literacy in the Identity Enactments of Marginalized Youth. Literacy Research Association Conference. San Diego, CA.

Bennett, L., Nelson, F., Yun, C. & Pandya, J. Z. (2015). Reform, Reflection, and Transformation: Cross-Campus Collaborations. California Council of Teachers of English. San Diego, CA.

Zacher Pandya, J. (2015). Theory and Policy Clashes in the US Language Arts Classroom since 1980. Paper accepted for presentation in the symposium "Curriculum scholarship in the USA

and the UK: Definitions, knowledge, and Language Arts/English” at the British Educational Research Association. Belfast, Ireland.

Pandya, J. Z. & Ávila, J. (2015). Productive Digital Literacies for Students with Special Needs: A Review of Research on Technology, Literacy and Special Education. Paper accepted for presentation at the British Educational Research Association. Belfast, Ireland.

Pandya, J. Z. (2015). Where are the children and youth with special needs in DML? Ignite Presentation at the Digital Media & Learning (DML) Conference. Los Angeles, CA.

Zacher Pandya, J. (2015). Towards Critical Participatory Literacies through Digital Video Composition in an Elementary Literacy Capstone Course. In the symposium “Toward Justice in Literacy Teacher Education: Critical Literacies in Elementary and Secondary Methods Courses” at the American Educational Research Association Annual Meeting. Chicago, IL.

Zacher Pandya, J. & Pagdilao, K. (2015). “It’s complicated”: Fourth Grade Students Representing Other Peoples’ Lives in a Critical Digital Literacies Project. American Educational Research Association Annual Meeting. Chicago, IL.

Zacher Pandya, J., Hansuvadha, N., Pagdilao, K., & Ortiz, M. (2015). Digital Video Composition with Children with Special Needs as Redistributive Social Justice: Javier’s Case. American Educational Research Association Annual Meeting. Chicago, IL.

Zacher Pandya, J. & Ávila, J. (2014). Moving critical literacies forward: A new look at praxis across contexts (Co-Chairs). Symposium at the American Educational Research Association. Philadelphia, PA.

Zacher Pandya, J., Pagdilao, K., Kim, A.E., & Marquez, E. (2013). Examining the role of elementary students’ writing in the design of multimodal, digital videos. American Educational Research Association. San Francisco, CA.

Zacher Pandya, J., Pagdilao, K., Kim, A.E., & Marquez, E. (2013). The functions of secrets in children’s digital narratives of immigration. American Educational Research Association. San Francisco, CA.

Zacher Pandya, J., Pagdilao, K., & A.E. Kim. (2012). Specific and schematic narratives of immigration in elementary students’ digital stories. Literacy Research Association Conference. San Diego, CA.

Zacher Pandya, J., Pagdilao, K., & A.E. Kim. (2012). Writing losses and design gains?: Findings from an in-school critical digital literacies project. Literacy Research Association Conference, San Diego, CA.

Zacher Pandya, J., (2012). Uncertainty and ambivalence in children's digital narratives of immigration. American Anthropological Association Annual Meeting. San Francisco, CA.

Zacher Pandya, J. & Ávila, J. (2012). Critical digital literacies as social praxis: Intersections and challenges (Co-Chairs). Symposium at the American Educational Research Association. Vancouver, Canada.

Zacher Pandya, J. (2011). Testing for testing's sake: Effects of high-stakes assessment and structured language arts curricula on English language learners. National Council of Teachers of English Annual Convention. Chicago, IL.

Zacher Pandya, J. (2011). Mandating and standardizing the teaching of critical literacy skills: A cautionary tale. American Educational Research Association. New Orleans, LA.

Zacher Pandya, J. (2011). Time to test: A Spatio-temporal reading of literacy practices in high-stakes testing settings. NCTE Assembly for Research. Madison, WI.

Zacher, J. (2010). Standardizing the teaching of critical thinking skills to create critically literate children: A cautionary tale. National Council of Teachers of English Convention. Orlando, FL.

Zacher, J. (2010). Using scale to analyze the Effects of No Child Left Behind in and out of Language Arts Classrooms. American Educational Research Association, Denver, CO.

Zacher, J. (2009). From the body to the global: Using geographical scale to understand the effects of No Child Left Behind in and out of language arts classrooms. Literacy Research Association (formerly the National Reading Conference). Albuquerque NM.

Zacher, J. (2009). The multiple consequences of over-testing English language learners: Results from a classroom literacy ethnography. NCTE Assembly for Research. Los Angeles, CA.

Zacher, J. (2008). The denial of racism and the racialization of urban spaces in children's worlds: Influences of Pred on an urban educational ethnography. American Association of Geographers Annual Meeting. Boston, MA.

Zacher, J. (2008). Conducting ethnographic research in an Open Court school district: Exploring multiple perspectives on curricular policy. NCTE Assembly for Research. Bloomington, IN.

Zacher, J. (2007). Case studies of three English language learners in a highly structured language arts classroom: Achievement measures and ethnographic observational data. Paper in the symposium "Literacy Policy Implementation in Urban Elementary Classrooms: What's at stake for children?" National Reading Conference. Austin, TX.

Zacher, J. (2007). Labeling people and injustices: The power of students' words to foster social justice and/or social inequality in the elementary classroom. National Reading Conference. Austin, TX.

Zacher, J. (2007). Surface and hidden functions of thinking technologies in scripted language arts classrooms. National Council of Teachers of English Annual Convention. New York, NY.

Zacher, J., & C. Lewis-Ida (2007). Expanding beyond the anthology: Strategies for classroom teachers. Whittier College Children's Literature Conference. Whittier, CA.

Zacher, J. (2007). "That's not 'the same,' that's 'different'": Thinking maps, reading comprehension, and the denial of multimodality in Open Court classrooms. NCTE Assembly for Research, Nashville, TN.

Zacher, J. (2006). Identity and literacy: An analysis of struggles for representation, subjectivity, and legitimacy. National Council of Teachers of English Annual Convention, Nashville, TN.

Zacher, J. (2006). Identity and literacy: Struggles for representation, subjectivity, and legitimacy. American Educational Research Association, San Francisco, CA.

Benson, V.B., Pearson, P.D., Avila, J. & J. Zacher (2005). Conducting instructional intervention research in the midst of a state takeover? National Reading Conference, Miami, FL.

Zacher, J. (2005). Analyzing children's social positioning and struggles for recognition in a classroom literacy event. National Reading Conference, Miami, FL.

Zacher, J. (2005). Constructing racial identities across everyday school spaces: A tale of three white girls. American Educational Research Association, Montreal.

Zacher, J. (2005). Stories from the elementary classroom: Interracial friendships in an integrated school. American Educational Research Association, Montreal.

Zacher, J. & Ware, P. (2005). Multimedia narratives and social science writing: Undergraduates and youth developing voice in multimodal literacies. Paper accepted for presentation at the Conference on College Composition and Communication, San Francisco, CA.

Zacher, J. (2005). Questions of intimacy and matters of scale in ethnographic work with former students. *Ethnography in Education Forum*, University of Pennsylvania, Philadelphia, PA.

Zacher, J. (2004). Social hierarchies and identity politics: A Bourdieuan analysis of literacy practices and multicultural curricula in a fifth-grade classroom. American Anthropological Association, San Francisco, CA.

Zacher, J. (2004). "If there was still slavery...": Reading *Sojourner Truth* in a Diverse Fifth-Grade Classroom. National Reading Conference, San Antonio, TX.

Zacher, J. & Menard-Warwick, J. (2004). "That's the way it is for us too": Reading to Construct Identities. National Reading Conference, San Antonio, TX.

Zacher, J. & Ware, P. (2004). The affordances of multimedia storytelling and social science writing: Undergraduates and youth creating reciprocal relationships. National Reading Conference, San Antonio, TX.

Zacher, J. (2004). Reading *Sojourner Truth*: Literacy events, practices, and performances in a diverse urban fifth-grade classroom. American Educational Research Association. San Diego, CA.

Zacher, J. (2004). "I'm a test you all on how much you all know 50 Cent": Urban fifth-grade presented at the NCTE Assembly for Research. Berkeley, CA.

Ware, P. & Zacher, J. (2004). The affordances of multimedia storytelling for undergraduates and youth. NCTE Assembly for Research. Berkeley, CA.

Zacher, J. (2003). Reading and writing with Christina and DeAndre: Tracing children's identity work in literacy events in an urban fifth-grade classroom. National Reading Conference. Scottsdale, AZ.

Zacher, J. (2003). Gender, race, and friendship: Salient identity categories in an urban fifth-grade classroom. Paper accepted for presentation at the American Anthropological Association. Chicago, IL.

Zacher, J. (2003). Maintaining the social order with stolen shoes: Literacy performances of fifth-grade boys. Paper presented at the International Literacy and Education Research Network (LERN) Conference on Learning. London, England.

Hull, G., & Zacher, J. (2002). New literacies, new selves, second chances: Exploring possibilities for self-representation through writing and multi-media in a community technology center. American Educational Research Association Annual Meeting. New Orleans, LA.

Hull, G., & Zacher, J. (2002). Literate identities, life paths, and the knowledge economy. Conference on College Composition and Communication. Chicago, IL.

PROFESSIONAL SERVICE

Chair, Writing and Literacies Special Interest Group, American Educational Research Association
April 2015-2017

Program Chair, Writing and Literacies Special Interest Group, American Educational Research Association

April 2013-2015

Secretary/Treasurer, Writing and Literacies Special Interest Group, American Educational Research Association

April 2011-2013

Newsletter Editor, Writing and Literacies Special Interest Group, American Educational Research Association

April 2009-2011

Research and Policy Editor (with Maren Aukerman), *Language Arts*
2013-16, vols. 91, 92, 93

Guest Co-Editor, *English Teaching: Practice & Critique*, 11(3), 2012

Topic: How the content knowledge of English/literacy teachers is being constructed by standards and standardized tests. With Dominic Wyse and Brenton Doecke.

Guest Co-Editor, *Theory Into Practice*, 51(1), 2012.

Topic: The Future of Critical Literacies in US Schools. With JuliAnna Ávila.

Department Editor, Professional Book Reviews Department, *Language Arts*

2008-09, vol. 86

Editorial Review Board, *Critical Practice in P-12 Education: Transformative Teaching and Learning* (IGI Global, 2013). Salika Lawrence, Ed.

Editorial Review Board, *The Curriculum Journal*

January 2013 – December 2016

Editorial Review Board, *Language Arts*

September 2006 – present

Editorial Review Board, *Journal of Adolescent & Adult Literacy*

September 2011 – May 2013, volumes 56 and 57

Editorial Review Board, *National Reading Conference 56th and 57th Annual Yearbooks*

2007-08, 2008-09

Editorial Review Board, *Urban Learning, Teaching, and Research Journal*

2005 – 2008, 2012

Reviewer

Pedagogies: An International Journal, 2009-present

Research in the Teaching of English, 2009-present

Teaching Education, 2005 – present
Canadian Journal of Education/Revue Canadienne de L'Education, (guest) 2008

CAMPUS SERVICE & GOVERNANCE ACTIVITIES

UNIVERSITY SERVICE

Academic Senate, CSULB, 8/10 – present

Academic Senate Vice Chair, 6/16 – present

Academic Senate Executive Committee, 8/14 – present

Long Beach College Promise, Governor's Innovation Award, 2015-16, 2016-17

Education pathway member with CSULB, LBCC, and LBUSD faculty & staff

Leadership Fellow, CSULB President's and Provost's Leadership Fellows Program, 2014-16

Worked on the AASCU-supported CSULB "Reimagining the First Year" Project 2015-16

Faculty Advisory Committee on Technology, CSULB, 8/12 – present

Chair, 9/14 – 6/15, 9/15—present

Provost's Task Force on Chair Roles and Responsibilities, CSULB, 2015-16

Teacher Preparation Committee, CSULB, 9/09 – 6/11, 9/14 – present

Panel on Professional Responsibility, CSULB, 8/11 – 6/13

Faculty Center for Professional Development, Advisory Board Member, CSULB, 9/09 – present

Faculty Hearing Panel, CSULB, 9/07 – present

University Resources Council, CSULB, 9/06 – 6/09; alternate, 9/09 – 6/10

COLLEGE SERVICE

Curriculum Committee, College of Education, CSULB, 1/14 – present

VMJ Endowment Committee, College of Education, CSULB, 9/13 – 6/15

Professional Review Committee, College of Education, CSULB, 9/13 – 6/15

Faculty Council, College of Education, Department of Teacher Education, CSULB

11/05 – 6/09, 8/14, representative for Teacher Education

8/06 – 6/08, 9/10 – 8/11, Chair of Faculty Council

9/13 – 8/14, Chair, Policy & Planning subcommittee

Budget Subcommittee, College of Education, CSULB, 4/07- 4/08; 9/08 – 8/14

New Faculty Support Group, College of Education, CSULB

1/08 – 6/11, in conjunction with Dr. Anna Ortiz, coordinated and held biweekly meetings with untenured faculty about teaching, scholarship, and service

Student Affairs Committee, College of Education, CSULB, 9/09 – 6/11, 9/13 – 6/14

Nominations and Elections Committee, College of Education, CSULB, 9/05 – 6/07

DEPARTMENT SERVICE

Lecturer Review Committee, Department of Teacher Education, CSULB, 9/13 – 6/15

Admissions and Standards Committee, Department of Teacher Education, CSULB, 11/12 – 6/15

Curriculum Committee, Department of Teacher Education, CSULB, 8/05 – 6/07; 9/08 – 6/10

PROFESSIONAL MEMBERSHIPS

American Educational Research Association

National Council of Teachers of English

National Council of Teachers of English Assembly for Research

Literacy Research Association

California Council on Teacher Education

LANGUAGES

Spanish: Fair speaking, writing and reading abilities

French: Fair speaking, writing and reading abilities