

CURRICULUM VITA

NAME: Dr. Jeanne Dyches (Formerly *Bissonnette*)
CURRENT POSITION: Assistant Professor of Secondary Literacy Education
Iowa State University
School of Education
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EDUCATION:

2016 Ph.D. University of North Carolina at Chapel Hill, Education (Culture, Curriculum, and Change)
2011 M.Ed. North Carolina State University; Secondary English Education (New Literacies and Global Learning)
2008 B.A. North Carolina State University; English; Teaching Licensure

CERTIFICATION AND LICENSURE:

North Carolina, English (Grades 9-12), Standard Professional II (1106091), 2016-2021

DISSERTATION TITLE:

Privileged Pages: Contextualizing the Realities, Challenges and Successes of Teaching Canonical British Literature in Culturally Responsive Ways

POSITIONS HELD:

2016-present Assistant Professor, School of Education
Iowa State University, Ames, IA

2016-2018 Co-Director, Literacy Coaching Certificate Program
Iowa State University, Ames, IA

2012-2015 Practica Supervisor, MAT English Program
University of North Carolina at Chapel Hill, Chapel Hill, NC

2013-2014 Research Assistant, Duke University's Program in Education
Duke University, Durham, NC

2012-2013 Research Assistant, Evaluation, Assessment & Policy (EvAP)
University of North Carolina at Chapel Hill, Chapel Hill, NC

2015-2016 Literacy Coach & Teacher Support
Longleaf School of the Arts, Raleigh, NC

2008-2012 English III & IV Teacher
Southeast Raleigh Magnet High School, Raleigh, NC

PROFESSIONAL RESPONSIBILITIES (%)

Year	Teaching	Research	Institutional Service	External Service/Outreach
2016-2022	40%	40%	10%	10%

MAJOR FIELDS OF TEACHING AND SCHOLARLY EMPHASIS:

Secondary Literacy/English Education
 Social Justice
 Teacher Education

UNDERGRADUATE COURSES TAUGHT (3):

Course Title	Catalog #	Credit Hours	Average Number of Students per Class	Number of Semesters Taught	Years Taught
Disciplinary Literacy in Rome Study Abroad	EDUC 475X	3	12	1	1
Pre-Departure Course Disciplinary Literacy	EDUC 275X	3	13	1	1
Teaching Disciplinary Literacy	EDUC 395	3	15	6	5

GRADUATE COURSES TAUGHT (8):

Course Title	Catalog #	Credit Hours	Average Number of Students per Class	Number of Semesters Taught	Years Taught
Critical Disciplinary Literacies across the Content Areas	EDUC 569X	3	8	1	1
Disciplinary Literacy in Rome	EDUC 575X	3	1	1	1
Field Experience: Literacy Coaching Practicum	CI 591M	3	3	1	1
Social Justice Theory, Research, & Practice	EL PS 620	3	15	6	5
Leadership in Disciplinary Literacy	CI 557X	3	20	1	1
Literacy, Leadership, & Advocacy	CI 555X	3	6	2	2
Literacy: Connecting Research, Policy & Practice	CI 565X	3	8	3	3
Reading and Responding to Children's Literature	CI 554	3	23	1	1

SCHOLARLY TEACHING ACTIVITIES:

Funded projects

- 2017 College of Human Sciences Rome Study Abroad Initiative. CI 275/475X/575X: *Disciplinary Literacy in Rome*. (\$3,500)
- 2017 Online Course Development Award, CI 557X: *Leadership in Disciplinary Literacy*. (\$6,000)

Teaching Mentor

- 2018- Lynn Campbell, instructor of EDUC 595: *Teaching Disciplinary Literacy* (for MAT
2019 program)
- 2015 Jessica Hatcher, undergraduate in English education, NC State: State of North Carolina Undergraduate Research & Creativity Symposium

Invited Lectures/Workshops/Seminars Taught

- 2021 *Teaching for Social Justice through Required Curriculum/Available Materials*. Semester-long professional development series for Marshalltown Community Schools District (January-June).
- 2020 “Sick,” “Anti-American,” “Child Abuse”: *What Trump’s Attacks on Critical Race Theory Reveal about the Politics of Curriculum*. Invited lecture delivered virtually to White Privilege Symposium-Iowa (November).
- 2020 *Resisting Racism in Institutions with Critical Race Theory*. Invited lecture delivered virtually to Showing Up for Racial Justice (October).
- 2020 *Critical Approaches to Canonical Instruction*. Invited lecture delivered virtually to Dr. Connie Hargrave’s (Iowa State University) EDUC 506: Social Justice and Teaching class. Ames, IA. (October).
- 2020 *Critical Content Knowledges of the Canon*. Invited lecture delivered virtually to Dr. Amanda Baker’s (Iowa State University) EDUC 333 Educational Psychology class. Ames, IA. (October).
- 2020 *Success for All Learners at the Secondary Level*. Invited lecture delivered virtually to Pre-Student Teaching Seminar (Iowa State University). Ames, IA (August).
- 2019- *Windows, Mirrors, and Prismatic Approaches to Literature Instruction*. Yearlong
2020 professional development series for Waukee Community Schools District.
- 2019 *Who Is(n’t) Here: Questioning Curricula to Promote Social Justice*. Invited lecture presented for the Diversity, Equity, and Community Committee’s Brown Bag Series. Ames, IA. (September).
- 2019 *Social Justice at Iowa State University*. Invited panelist for Iowa State University’s 2019 Social Justice Summit. Ames, IA. (February).
- 2018 *Delivering Content-Specific Culturally Responsive Professional Development*. Invited contributor for Valley High School’s administrative team. West Des Moines, IA. (December).
- 2018 *Teaching Canonical Literature in Culturally Responsive Ways*. Invited lecture delivered virtually to Dr. Summer Pennell’s (Truman State University) ENG 506/506G Theory and Practice of Teaching Literature class. Kirksville, MO. (November).
- 2017 *Disciplinary Literacy*. Invited presenter for Iowa State University’s annual Spring Student Teaching Seminar. Ames, IA. (November).

- 2017 *Effectively Preparing a Proposal for a National Academic Conference*. Invited lecture presented by Iowa State University's School of Education (Co-sponsored by Iowa State University School of Education's Doctoral Learning Community). Ames, IA. (July).
- 2017 *Contextual Applications of Culturally Responsive Instruction*. Invited lecture presented to the Ames Anti-Racist Coalition. Ames, IA. (July).
- 2017 *Disciplinary Literacy in and across the Science Curricula*. Invited lecture delivered Iowa's Department of Education Science/Literacy Divisions. Ames, IA. (June).
- 2017 *Canons, Culture, and Tensions*. Invited lecture delivered virtually to Dr. Michael Cook's (Auburn University) CTSE 7510 Research Studies in ELA Education. Auburn, AL. (June).
- 2017 *Theoretical and Practical Applications of Social Justice in Academic Research and Writing*. Invited lecture delivered to Iowa State University's School of Education (Lunch and Learn Brown Bag Series). Ames, IA. (January).
- 2017 Invited panelist for the TalkRACE Conference at the Ames Public Library. Presented by the Ames Public Library Friends Foundation in partnership with the Ames Branch of the NAACP, Ames Progressive Alliance, City of Ames Human Relations Commission, Iowa State University Office of Diversity and Inclusion, and RunDSM. Ames, IA. (January).
- 2016 *Applying Culturally Responsive Disciplinary Literacies in Secondary English Classrooms*. Invited lecture delivered to English faculty and staff at Valley High School. Des Moines, IA. (November).
- 2016 *Teaching Canonical Literature in Culturally Responsive Ways*. Invited lecture delivered virtually to Dr. Summer Pennell's (Truman State University) ENG 506/506G Theory and Practice of Teaching Literature class. Kirksville, MO. (November).
- 2016 *Breaking Down the Barriers to Cultural Proficiency*. Invited workshop presented to faculty and staff at Lincoln High School (with Drs. Daniel Spikes and Katy Swalwell). Des Moines, IA. (October).
- 2016 *Being Multicultural: Promoting Equitable Educative Experiences for All Secondary Students*. Invited workshop presented to faculty and staff at Longleaf School of the Arts. Raleigh, NC. (March).
- 2016 *Using Informational Texts to Foster Student Academic Literacies*. Invited workshop presented to faculty and staff at Longleaf School of the Arts. Raleigh, NC. (January).
- 2015 *Cross-Disciplinary Approaches to Successful Literacy Practices*. Invited workshop presented to faculty and staff at Longleaf School of the Arts. Raleigh, NC. (October).
- 2015 *Literacy & LSA: A Conversation about Beginning to "Do" Literacy in Your Classrooms*. Invited workshop presented to faculty and staff at Longleaf School of the Arts. Raleigh, NC. (August).
- 2015 *Expanding the Canonical Possibilities: Making A Place for Multicultural Young Adult Literature in the Secondary English Classroom*. Invited lecture presented virtually to Dr. Boyd's (Washington State University) Young Adult Literature course. Pullman, WA. (February).
- 2015 *Culturally Responsive Classroom Management in the ELA Classroom*. Invited workshop presented to Dr. James Trier's (UNC-Chapel Hill) course Methods and Materials for Teaching Secondary English. Chapel Hill, NC.
- 2013 *Differentiation in the Secondary ELA Classroom*. Invited workshop presented to Dr. James Trier's (UNC-Chapel Hill) course Methods and Materials for Teaching Secondary English. Chapel Hill, NC. (October).

- 2013 *Satisfying the CCSS through Pop Culture*. Invited workshop presented to Dr. James Trier's course (UNC-Chapel Hill) Methods and Materials for Teaching Secondary English. Chapel Hill, NC. (January).
- 2012 *Using Pop Culture to Enhance Student Engagement & Achievement*. Invited workshop for Wake County Public School's Common Core Institute. Raleigh, NC. (July).

RESEARCH AND SCHOLARLY/CREATIVE PROJECTS:

Extramural Support – Funded

- 2019 Nelson, S. (Principal Investigator), & **Dyches, J.** (Co-Principal Investigator). *Connecting STEM Community Proposal- STEAM/Spoken Word in Communities*. John Deere Foundation. (\$19,000)
- 2013-2014 Research Assistant. Co-Principal Investigators: Jan Riggsbee, Kate Allman. National Science Foundation Robert Noyce Fellowship Capacity Building grant proposal, Duke University. (\$299,000)

Extramural Support – Unfunded

- 2020 **Dyches, J.** (Principal Investigator), Nelson, S. (Co-Principal Investigator). *ShTEAM in the Round: Examining Possibilities for Melding STEAM and Shakespeare to Affirm Students' Multidimensional Funds of Knowledge*. Spencer Large Grants Award. (\$368,424)
- 2017 **Dyches, J.** (Principal Investigator), Sams, B. (Co-Principal Investigator). *What the Experts Do: Reading and Preparing for Socially Just Disciplinary Literacy in the English Classroom*. Spencer Foundation Small Grants Award. Resubmission not funded. (\$50,000)

Intramural Support – Funded

- 2020 **Dyches, J.** (Principal Investigator). *Re-thinking Tradition: Teachers' Experiences with the Critical Canon Pedagogy Online Professional Development Series*. ISU College of Human Sciences Untenured Faculty Seed Award. (\$10,000)

PUBLICATIONS/CREATIVE EXHIBITS: (includes impact factors where available)

Books

¹**Dyches, J.,** Sams, B., & Boyd, A (Eds.). (2020). *Acts of resistance: Subversive teaching in the English Language Arts classroom*. Myers Press. 251 pages.

Peer-reviewed Journal Papers – Published

IF: Impact Factor, AR: Acceptance Rate

*Published or presented with students.

∞Published or presented with teachers/community stakeholders.

^Invited publication

¹ The Society of Professors of Education awarded *Acts of Resistance* the Outstanding Book Award at the 2021 American Educational Research Association's annual conference; the book was twice nominated for the American Educational Studies Association's Critics' Choice Book Award (2020/2021).

- Dyches, J.** (Accepted). Power reading: Agitating with critical disciplinary literacy think-alouds. *English Journal*. (AR: 15%).
- Boyd, A., & **Dyches, J.**, & *Bonilla, A. (In press). The foundations of critical teaching: Exploring practicing teachers' social justice knowledges. *Teachers Education Quarterly*. (AR: 12%)
- Howell, E., *Barlow, W., & **Dyches, J.** (2021). Disciplinary literacy: Successes and challenges of professional development. *Journal of Language and Literacy Education*, 17(1), 1-26. (AR: 13%)
- Dyches, J.**, & ∞Gunderson, M.P. (2021). "I learned the rules": Using a critical disciplinary literacy model to foster disciplinary apprenticeship. *Journal of Adolescent and Adult Literacy*, 64(4), 379-387. (IF: 1.177, AR: 25%)
- Dyches, J.**, & Boyd, A., & *Schulz, J. (2020). Critical content knowledges in the English Language Arts classroom: Examining practicing teachers' nuanced perspectives. *Journal of Curriculum Studies*, 52(6), 1-17. (IF: 1.42, AR: <10)
- Dyches, J.** & *∞Thomas, D. (2020). Unsettling the "White savior" narrative: Reading *Huck Finn* through a critical race theory/critical whiteness studies lens. *English Education*, 53(1), 35-53. (AR: 10%)
- *∞Thomas, D., & **Dyches, J.** (2019). The hidden curriculum of reading intervention: A critical content analysis of Fountas & Pinnell's leveled literacy intervention. *Journal of Curriculum Studies*, 51(4), 1-18. (IF: 1.42, AR: <10%)
- Dyches, J.** (2018). Critical canon pedagogy: Applying disciplinary inquiry to cultivate canonical critical consciousness. *Harvard Educational Review*, 88(4), 538-564. (IF: 2.634, AR: 1-5%)
- [^]**Dyches, J.** (2018). Investigating curricular injustices to uncover the injustices of curricula: Curriculum evaluation as critical disciplinary literacy practice. *High School Journal*, 101(4), 236-250. (IF: 0.45)
- Dyches, J.**, & Sams, B. (2018). Reconciling competing missions of English education for socially just futures: A story of pedagogical realism. *Changing English*, 25(4), 370-383. (IF: .38)
- Dyches, J.** (2018). Particularizing the tensions between canonical and bodily discourses. *Journal of Literacy Research*, 50(2), 239-261. (IF: 1.710, AR: 8%)
- ²**Dyches, J.**, & Boyd, A. (2017). Foregrounding equity in teacher education: Toward a model of Social Justice Pedagogical and Content Knowledge (SJPACK). *Journal of Teacher Education*, 68(5), 476-490. (IF: 3.180)
- Dyches, J.** (2017). Shaking off Shakespeare: A White teacher, urban students, and the mediating powers of a canonical counter-curriculum. *Urban Review*, 45(3), 1-26. (IF: .60, AR: 6-10%)

² The Iowa Academy of Education awarded SJPACK the 2019 Thomas N. Urban Research award for outstanding research contribution to Iowa education.

- Boyd, A. & **Dyches, J.** (2017). Taking down walls: Countering dominant narratives of the immigrant experience through the teaching of *Enrique's Journey*. *Assembly for Literature on Adolescents of the National Council of Teachers of English (ALAN) Review*, 44(2), 31-42.
- Sams, B., & **Dyches, J.** (2017). Is this reflection?: Examining reflective discourse in teacher education standards and performance assessments. *SoJo Journal: Educational Foundations and Social Justice Education*, 2(1), 75-85.
- Bissonnette, J. D.** (2016). The trouble with niceness: How a preference for pleasantries sabotages culturally responsive teacher preparation. *Journal of Language and Literacy Education*, 12(2), 9-32. (AR: 14%)
- Bissonnette, J. D.**, Reaser, J., *Hatcher, J., & Godley, A. (2016). Negotiating Southernness: How speaking a socially stigmatized dialect complicates pre-service teachers' identities and linguistic ideologies. *Southern Journal of Linguistics* (40)1, 1-39.
- Cook, M.P. & **Bissonnette, J.D.** (2016). Developing preservice teachers' positionalities in 140 characters or less: Examining microblogging as dialogic space. *Contemporary Issues in Technology and Teacher Education*, 16(2), 82-109. Association for the Advancement of Computing in Education (AACE). (AR: 29%)
- Bissonnette, J. D.**, & Glazier, J. (2016). A counterstory of one's own: Using counterstorytelling to engage students with the British canon. *Journal of Adolescent & Adult Literacy*, 59(6), 685–694. (IF: 1.177, AR: 25%)
- Bissonnette, J.D.**, & Caprino, K. (2015). A look at ineffective and effective professional development: Moving toward action research. *Mid-Atlantic Education Review*, 2(1), 12-22.

Peer-reviewed Journal Papers – Submitted for Review

- Dyches, J.**, Howell, E., & *∞Thomas, D., & *Updegraff, A. (Revision submitted June 2021). Using multimodality and critical race theory to challenge the canon. *Reading Research Quarterly*. (IF: 3.896, AR: 15%)
- Dyches, J.** & Howell, E. Merging perspectives to transform the essay for a digital age. (Submitted June 2021). *Journal of Adolescent and Adult Literacy*. (IF: 1.177, AR: 25%)
- Dyches, J.**, & Sams, B., & Thomas, D. (Submitted June 2021). “It’s not intentional”: Contradictions in culturally responsive teaching. *Journal of Language and Literacy Education*. (AR: 13%)

Peer-reviewed Journal Papers – In Progress

- Dyches, J.** Secondary ELA teachers' experiences with a yearlong windows, mirrors, and prisms professional development series. *Professional Development in Education*. (IF: 1.231)

Invited Scholarly Papers, Book Chapters, Book Reviews, and Blog Posts

Dyches, J. (2018, December 10). A Rome bike tour led to a better understanding of disciplinary literacy. Iowa Department of Education. Retrieved from <https://iowacore.gov/blog/rome-bike-tour-led-better-understanding-disciplinary-literacy>

Dyches, J. & Gale, C. (2019). "Standard" English, "classic" literature: Examining canonical and linguistic ideologies in *Huck Finn*. In Devereaux, M. D., & Palmer, C. C. (Eds). *Teaching language variation in the classroom: Strategies and models from teachers and linguists* (pp. 157-164). Routledge.

Dyches, J. (2018). Shattering literary windows and mirrors: Creating prismatic canonical experiences for (and with) British Literature students. In Macaluso, M. & Macaluso, K. (Eds.) *Teaching the Canon in 21st Century Classrooms: Challenging Genres* (pp. 35-49). Brill Sense.

Book Chapters

Dyches, J. (2017). "I, Too, Sing America": Operationalizing #WeAreNotThis and #BlackLivesMatter in a 9th grade English classroom. In S. Pennell, A. Boyd, A. LaGarry & H. Parkhouse's (Eds.) *Possibilities in Practice: Social Justice Teaching in the Disciplines* (pp. 187-200). Peter Lang.

REGIONAL, NATIONAL OR INTERNATIONAL ANNUAL MEETINGS/CONFERENCES:

*Published or presented with students.

∞Published or presented with teachers/community stakeholders.

Dyches, J., Howell, E., *∞Thomas, D., & *Updegraff, A. (April, 2021). *Students' Experiences Designing Critical Race Theory-Oriented Visual Essays*. Paper presented at the 105th annual meeting of the American Educational Research Association.

Dyches, J., Howell, E., & *Schulz, J. (April, 2021). *Social Justice-Oriented Content Experts: Examining ELA Teachers' Critical Content Knowledges*. Paper presented at the 105th annual meeting of the American Educational Research Association.

Dyches, J. & Sams, B. (December, 2020). *Centering Antiracism in Literacy Teaching and Research*. Invited book share/discussion lead at the annual meeting of the American Reading Forum.

Dyches, J., Howell, E., & *∞Thomas, D. (November, 2020). *Developing Competence in Critical Literacies and Multimodality through Visual Essays*. Paper accepted to the annual meeting of the National Council of Teachers of English. Denver, CO. (virtual).

Dyches, J., & *∞Thomas, D. (November, 2020). *Challenging the "Great American Novel": Secondary Students' Experiences Applying Critical Race Theory to Huck Finn*. Paper accepted to the annual meeting of the National Council of Teachers of English. Denver, CO. (virtual).

Dyches, J., & *∞Thomas, D. (November, 2020). *Learning the Rules: Eleventh Graders' Critical Disciplinary Literacy Experiences Analyzing Legal Decisions Issued by an All-White, All-Male Supreme Court*. Paper accepted to the annual meeting of the National Council of Teachers of English. Denver, CO. (virtual).

Dyches, J., & *∞Thomas, D. (April, 2020). *Unsettling the "White Savior" Tradition: Reading Huck Finn through a Critical Race Theory Lens*. Paper accepted to the 104th annual meeting of the American Educational Research Association. San Francisco, CA. (canceled).

- Dyches, J., & *∞Thomas, D., & Sams, B.** (April, 2020). *“It’s Not Intentional”*: Contradictions in Culturally Responsive Teaching. Paper accepted to the 104th annual meeting of the American Educational Research Association. San Francisco, CA. (canceled).
- Boyd, A., **Dyches, J., & *Adams, J.** (April, 2020). *The Foundations of Critical Teaching: Exploring Practicing Teachers’ Social Justice Knowledges*. Paper accepted to the 104th annual meeting of the American Educational Research Association. San Francisco, CA. (canceled).
- *∞Thomas, D., & **Dyches, J.** (April, 2020). *Disrupting White Supremacy: A Critical Content Analysis of REWARDS Plus Reading Intervention Curriculum*. Paper accepted to the 104th annual meeting of the American Educational Research Association. San Francisco, CA. (canceled).
- Dyches, J., & Boyd, A., & Sams, B.** (April, 2020). *Disrupting the Discipline: Subversive Teaching in the Secondary English Language Arts Classroom*. Symposium accepted to the 104th annual meeting of the American Educational Research Association. San Francisco, CA. (canceled).
- Dyches, J. & Howell, E.** (December, 2019). *Developing Critical Literacies: Visual Essays as a Multimodal Alternative to Standard Writing Assessment*. Paper presented at the annual meeting of the American Reading Forum. Sanibel, FL.
- Sams, B. & **Dyches, J.** (December, 2019). *Pre-Service Teachers and Critically Reflective Writing: Revising Identities*. Paper presented at the annual meeting of the American Reading Forum. Sanibel, FL.
- *∞Thomas, D. & **Dyches, J.** (November, 2019). *Illuminating Racialized Messages in Reading Interventions: A Critical Content Analysis of Fountas and Pinnell’s Leveled Literacy Intervention*. Paper presented at the 69th annual meeting of the Literacy Association. Tampa, FL.
- Dyches, J., & Sams, B.** (October, 2019). *What’s “Good” English Teaching? Exploring the Relationship between Disciplinary Literacy and Social Justice*. Paper presented at the annual meeting of the International Literacy Association. New Orleans, LA.
- *Barlow, W., & **Dyches, J.** (October, 2019). *Critical Disciplinary Literacies: One Teacher’s Experiences Navigating Critical and Discipline-Specific Spaces*. Paper presented at the annual meeting of the International Literacy Association. New Orleans, LA.
- Dyches, J., & ∞Gunderson, M.P.** (August, 2019). *A Critical Disciplinary Literacy Approach to Analyzing Legal Decisions in a Social Studies Classroom*. Paper presented at the CPH 2019 Conference on Literacy (18th Nordic Literacy Conference & 21st European Conference on Literacy). Copenhagen, Denmark.
- Dyches, J., & ∞Gunderson, M.P.** (April, 2019). *Using Critical Disciplinary Literacy to Deconstruct Legal Decisions Issued by an All-White, All-Male Supreme Court*. Paper presented at the 103rd annual meeting of the Educational Research Association. Toronto, Canada.
- Dyches, J., & Sams, B.** (April, 2019). *Negotiating the Traditional and the Idealistic: A Narrative Inquiry Approach to Pedagogical Realism*. Paper presented at the 103rd annual meeting of the American Educational Research Association. Toronto, Canada.
- Dyches, J., Boyd, A., & *Stringfield, S.R.** (November, 2018). *Differentiating Agentive Literacy Teacher Education: Cultivating Critical Reflection Skills to Expand Culturally Responsive Literacy Practices*. Paper presented at the 68th annual meeting of the Literacy Research Association. Indian Wells, CA.

- *Stringfield, S.R., & **Dyches, J.** (November, 2018). *Investigating How Intertextual Transactions Disrupt Systems of Oppression*. Paper presented at the 68th annual meeting of the Literacy Research Association. Indian Wells, CA.
- Boyd, A., & **Dyches, J.** (November, 2018). *Complicating Pedagogical Content Knowledge and Equity: Case Studies of Social Justice Pedagogical and Content Knowledge (SJPACK)*. Paper presented at the annual meeting of the American Educational Studies Association. Greenville, SC.
- Dyches, J. (April, 2018). *Disrupting Canonical Instruction: Resisting Whiteness through Critical Canon Pedagogy*. Paper presented at the 102nd annual meeting of the American Educational Research Association. New York, NY.
- Dyches, J.,** & Boyd, A. (April, 2018). *Imagining New Possibilities for Teacher Preparation: An Empirical Examination of Social Justice Pedagogical and Content Knowledge (SJPACK)*. Paper presented at the 102nd annual meeting of the American Educational Research Association. New York, NY.
- Dyches, J.,** & Sams, B. (April, 2018). *Transformative Curricula, Progressive Pedagogy: Teaching Canonical and Young Adult Literature for a Socially Just Future*. Paper presented at the 102nd annual meeting of the American Educational Research Association. New York, NY.
- Sams, B., & **Dyches, J.** (April, 2018). *(Un)Faking It: Supporting Critical Reflection in Pre-Service Teacher Education through Reflective Writing Practice*. Paper presented at the 102nd annual meeting of the American Educational Research Association. New York, NY.
- Dyches, J.** (December, 2017). *Re-Designing Canonical Instruction: Recognizing and Resisting "Tradition" through Critical Canon Pedagogy*. Paper presented at the annual meeting of the American Reading Forum. Sanibel, FL.
- Sams, B., & **Dyches, J.** (December, 2017). *Critical Reflection by Design: Supporting Reflective Writing Practice in Pre-Service Teacher Education*. Paper presented at the annual meeting of the American Reading Forum. Sanibel, FL.
- Dyches, J.** (December, 2017). *Critical Canon Pedagogy: Applying Disciplinary Inquiry to Cultivate Agentive Literacies*. Paper presented at the 67th annual meeting of the Literacy Research Association. Tampa, FL.
- Dyches, J.** (December, 2017). *Differentiating Agentive Literacy Teacher Education: Cultivating Critical Reflection Skills to Expand Culturally Responsive Literacy Practices*. Paper presented at the 67th annual meeting of the Literacy Research Association. Tampa, FL.
- *Barlow, W., Howell, E., & **Dyches, J.** (December, 2017). *A Decade of Disciplinary Literacy: Successes and Challenges of Professional Development*. Paper presented at the 67th annual meeting of the Literacy Research Association. Tampa, FL.
- *Hatcher, J. & **Dyches, J.** (November, 2017). *Infusing Critical Language Pedagogy into Disciplinary Literacy Practices*. Paper presented at the annual meeting of the National Council of the Teachers of English. St. Louis, MO.
- *Barlow, W. & **Dyches, J.** (November, 2017). *Literacy Coach as Literacy Advocate: Applying a Differentiated Model of Literacy Coaching to Support Content Area Teachers*. Paper presented at the annual meeting of the National Council of the Teachers of English. St. Louis, MO.
- *Hatcher, J. & **Dyches, J.** (June, 2017). *Melding Literacies: Forging Disciplinary-Relevant Applications of Critical Language Pedagogy*. Paper accepted to the 5th annual meeting of the Conference on English Education. Columbus, OH.

- Bissonnette, J. D.** (April, 2017). *Privileged Pages: Contextualizing the Realities, Challenges, and Successes of Culturally Responsive Canonical British Literature Instruction*. Paper presented at the 101st annual meeting of the American Educational Research Association. San Antonio, TX.
- Bissonnette, J. D.** (April, 2017). *Tailored Teacher Education to Support Pre-Service Teachers' Critical Reflection Processes*. Full symposium presented to the 101st annual meeting of the American Educational Research Association. San Antonio, TX.
- Bissonnette, J. D.** (April, 2017). *Promoting Critical Reflection in Teacher Education to Achieve the Promise of Equal Educational Opportunity*. Paper presented at the 101st annual meeting of the American Educational Research Association. San Antonio, TX.
- Boyd, A., & **Bissonnette, J.D.** (April, 2017). *Social Transformation through Non-fiction Young Adult Literature: Developing Critical Consciousness in the Era of Common Core*. Paper Presented at the 101st annual meeting of the American Educational Research Association. San Antonio, TX.
- Sams, B. & **Bissonnette, J. D.** (April, 2017). *(Un)Critical Reflection: Examining Reflective Discourse in Teacher Education Standards and Performance Assessments*. Paper presented at the 101st annual meeting of the American Educational Research Association. San Antonio, TX.
- Bissonnette, J. D.** (December, 2016). *"I'm a Black Teacher of British Literature, Whatever That Is": Exploring the Tensions between Canonicity and Culturally Responsive Literacies*. Paper presented at the 66th annual meeting of the Literacy Research Association. Nashville, TN.
- Bissonnette, J. D.** & Cook, M. (December, 2016). *Developing Pre-Service Teachers' Positionalities in 140 Characters or Less: Examining Microblogging as Dialogic Space*. Paper presented at the 66th annual meeting of the Literacy Research Association. Nashville, TN.
- Bissonnette, J. D.** (November, 2016). *The Food Stamps Incident: Critical Collegueship and Critical Reflection as Precursory Advocacy Literacies*. Paper presented at the annual meeting of the National Council of Teachers of English. Atlanta, GA.
- Reaser, J., **Bissonnette, J.D.**, *Hatcher, J., & Godley, A. (November, 2016). *Building Advocacy through Critical Language Pedagogy*. Full panel presented at the annual meeting of the National Council of Teachers of English. Atlanta, GA.
- Bissonnette, J. D.** (November, 2016). *Teacher-Led Professional Development to Promote Literacy Instruction, Self-Efficacy, & Leadership*. Paper presented at the annual meeting of the Conference on English Leadership Convention. Atlanta, GA.
- Bissonnette, J.D.**, & Griffin, D. *"This Shouldn't Be Graded": How Grade Entitlement Stymies Multicultural Teacher Preparation*. (November, 2016). Paper presented at the 26th Annual Meeting of the National Association of Multicultural Education. Cleveland, OH.
- Bissonnette, J.D.**, *Hatcher, J., Reaser, J., & Godley, A. (April, 2016). *Negotiating Southernness: How Speaking a Socially Stigmatized Dialect Complicates Pre-Service Teachers' Identities and Linguistic Ideologies*. Paper presented at the 100th annual meeting of the American Educational Research Association. Washington, D.C.
- Reaser, J., *Hatcher, J., **Bissonnette, J. D.** & Godley, A. (January, 2016). *How Southern Identity Shapes Pre-Service Teachers' Responses to Sociolinguistic Information*. Paper presented at the annual meeting of the American Dialect Society. Washington, D.C.
- Reaser, J., *Hatcher, J., **Bissonnette, J. D.**, & Godley, A. (October, 2015). *Regional Differences in Pre-Service Teachers' Responses to Critical Language Pedagogies*. Paper presented at the 44th annual meeting of the New Ways of Analyzing Variation Conference. Ontario, Canada.

- Bissonnette, J. D.** & Griffin, D. (October, 2015). *(Not) Making the Grade: How Course Assessments Elucidate Students' Superficial Commitments to Social Justice*. Paper presented at the 25th annual meeting of the National Association of Multicultural Education. New Orleans, LA.
- Bissonnette, J. D.** & Boyd, A. (July, 2015). *Teaching Autobiography to Promote Social Advocacy: Exploring Complex Causes through Young Adult Literature*. Full panel presented at the bi-annual meeting of the Conference on English Education. New York, NY.
- Bissonnette, J. D.** & Caprino, K. (July, 2015). *The Diminishing Space for Poetry: A Conversation about How Literary Traditions and the CCSS Can Co-Exist*. Paper presented at the bi-annual meeting of the Conference on English Education. New York, NY.
- Bissonnette, J.D.,** *Hatcher, J., Reaser, J., and Godley, A. (April, 2015). *Stigmatized Stewards: Regional Differences in Pre-Service ELA Teachers' Responses to Critical Language Pedagogies*. Paper presented at the 82nd annual Southeastern Conference on Linguistics. Raleigh, NC.
- Bissonnette, J. D.,** & Griffin, D. (February, 2015). *Grades as Academic Currency: Understanding How Privilege, Grade Inflation and Retribution Can Perpetuate the Commodification of Grades*. Paper accepted to the 18th annual meeting of American Association of Behavioral and Social Sciences Conference. Las Vegas, NV.
- Bissonnette, J. D.,** & Townsend, D. (November, 2014). *Challenging the Canon & the Conventional: Utilizing Counterstorytelling to Engage Students in the Secondary English Curriculum*. Classroom Demonstration presented at the annual meeting of the National Council of Teachers of English. Washington, D.C.
- Bissonnette, J. D.** (December, 2014). *The British Canon & Culturally Relevant Teaching: Mutually Exclusive Entities? A Ten-Year Summative Content Analysis of Secondary English Practitioner Journals*. Paper presented at the 64th annual meeting of the Literacy Research Association. Marco Island, FL.

INVITED SCHOLARLY PRESENTATIONS:

Regional, National or International Meetings/Conferences

- Dyches, J.** (November, 2017). Invited mentor for “The Future Is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers.” Annual meeting of the National Council of the Teachers of English. St. Louis, MO.
- Cain, J., & **Bissonnette, J. D.** (March, 2016). *Beyond the Binary: Clarifying and Concretizing Multicultural*. Paper presented at the University of North Carolina’s World View Seminars. Chapel Hill, N.C.
- O’Sullivan, R., Campbell, J. & **Bissonnette, J. D.** (April, 2013). *BWF Career Award for Science and Mathematics Teachers Program Evaluation*. UNC-Chapel Hill EvAP presentation for Burroughs Wellcome Fund’s annual new cohort introduction. Cary, NC.

State and Local Meetings/Conferences

- Dyches, J.** & *Hatcher, J. (June, 2017). *Fostering Disciplinary-Relevant Applications of Critical Language Pedagogy in Content Area Classrooms*. Paper presented at the annual meeting of the Iowa Reading Conference. Ames, IA.
- Caprino, K. & **Bissonnette, J. D.** (October, 2014). *Ready, Set, Action Research: Empowering the ELA Teacher through Professional Development*. Interactive Session presented at the annual meeting of the North Carolina English Teachers’ Association. Raleigh, NC.

INTERVIEWS

Interviews featured on a podcast

- Dyches, J., & Boyd, A.** (2018). Social Justice Pedagogy and Content Knowledge with Dr. Dyches and Dr. Boyd. Leading Equity (University of Idaho) Podcast. Retrieved from <http://sheldoneakins.com/social-justice-pedagogy-and-content-knowledge/>
- Dyches, J.** (2018). Race, Policy, Gender: Politics in the Classroom. Iowa Public Radio Podcast. Retrieved from <http://www.iowapublicradio.org/post/race-policy-gender-politics-classroom#stream/0>
- Dyches, J., & Boyd, A.** (2017). Foregrounding Equity in Teacher Education: Toward a Model of Social Justice Pedagogical and Content Knowledge, *Journal of Teacher Education* (Michigan State University) Podcast. Retrieved from <https://edwp.educ.msu.edu/jte-insider/2018/podcast-interview-dyches-boyd/>
- Bissonnette, J.D.** (2016). The Trouble with Niceness: How a Preference for Plesantry Sabotages Culturally Responsive Teacher Preparation. *Journal of Language and Literacy Education* (University of Georgia) Podcast. Retrieved from http://www.spreaker.com/user/jolle.uga/jeanne-bissonnette_1
- Bissonnette, J.D. & Glazier, J.** (2015). Using Counterstorytelling to Teach the British Canon. *Journal of Adolescent and Adult Literacy* (Literacy Worldwide) Podcast. Retrieved from <http://literacyworldwide.org/podcasts/jaal-59-6-bisonette.wav>

Interviews featured in a news periodical

- Sitter, P. (2021, March 14). Communities, including in Ames, look for ways forward as schools seek more inclusivity, grapple with American history. *Ames Tribune*. Retrieved June 3, 2021 from <https://www.amestrib.com/story/news/education/2021/03/14/ames-iowa-communities-black-lives-matter-education-schools-seek-inclusivity-lgbtq-legislature/6945716002/>

OTHER SCHOLARLY ACTIVITIES

Editorial and Review Board Membership

- 2021 American Reading Forum annual conference co-chair (with Dr. Brandon Sams)
- 2020 Manuscript Reviewer, *Discourse: Studies in the Cultural Politics of Education*
- 2018-present Manuscript Reviewer, *English Teaching: Practice and Critique*
- 2017-present Manuscript Reviewer, *Curriculum Inquiry*
- 2017- present Manuscript Reviewer, *Journal of Critical Praxis and Thought*
- 2016-present Manuscript Reviewer, *High School Journal*
- 2016-present Manuscript Reviewer, *Journal of Teacher Education*
- 2016-present Proposal Reviewer, American Educational Research Association
- 2015-present Proposal Reviewer, Literacy Research Association
- 2015-present Manuscript Reviewer, *English Education*
- 2012-2015 Manuscript Reviewer, *The Urban Review*

Ad/Hoc Reviewer

- 2014 Text Consultant/Manuscript reviewer for Rowman & Littlefield Publishers

Consulting

2021	Teaching for Social Justice Using Required/Available Materials, Marshalltown Community School District
2013	Curriculum Consultant, North Carolina Department of Public Instruction
2012	Literacy Expert for State Literacy Plan, North Carolina Department of Public Instruction
2009-2011	Curriculum Specialist, Wake County Public School System

GRADUATE ADVISEES

Student	Degree	Completion Date	Committee Responsibilities
M.S./M.Ed			
Pam Lidik	Education	Spring 2021	Chair (graduated)
Quentin Moen	Education	Summer 2020	Member
Brooke Boals	FCS	Spring 2020	Member
Dyese Matthews	AESHM	Spring 2020	Member
Elizabeth Naviaux	Education	Spring 2019	Member
Susan Williams	Education	Spring 2019	Chair (graduated)
Deirdre Bacher	Education	Fall 2018	Chair (graduated)
Jennifer Petersen	Education	Fall 2017	Chair (graduated)
Angela McGrath	Education	Fall 2017	Member
Shannon Camodeca	Education	Summer 2017	Member
PhD/EdD			
Yonas Michael	Education	Fall 2023	Co-Chair
Laura Triplett	HDFS	Fall 2023	Member
Katie Granger	HDFS	Fall 2023	Member
Deani Thomas	Education	Spring 2022	Chair
Amy Updegraff	Education	Spring 2022	Co-Chair
Stephanie Laird	Education	Spring 2022	Co-Chair
Kayla Lucht	Education	Spring 2022	Member
Meg Berta	HDFS	Fall 2022	Member
Liz Griesel	Education	Spring 2022	Member
Ezequiel Aleman	Education	Spring 2022	Member
Travis Gratteau-Zinnel	Education	Spring 2022	Member
Wendy Barlow	Education	Spring 2018	Co-Chair (Graduated)
Jody Koch	Education	Spring 2017	Co-Chair (Graduated)

HONORS AND AWARDS

2020	Gary Moorman Early Career Literacy Scholar Award, American Reading Forum
2020	Early Career Teaching Award, College of Human Sciences, Iowa State University
2020	Critical Issues in Curriculum and Cultural Studies SIG's Early Career Award, American Educational Research Association
2019	Thomas N. Urban Research Award, Iowa Academy of Education
2015	University of North Carolina-Chapel Hill, Graduate Student Travel Award
2012	Teacher of Teachers Award, Southeast Raleigh Magnet High School

2011 Valedictorian, Master's in Education, NC State University
 2010 Fellow, Capital Area Writing Project, NC State University
 2009 Diane Kent-Parker First Year Teacher Award, Southeast Raleigh Magnet High School; Finalist for Wake County Public Schools
 2008 North Carolina Teaching Fellow, Magna Cum Laude, NC State University
 2007 Study abroad scholarship recipient, Oxford University

MEMBERSHIP IN PROFESSIONAL AND HONOR SOCIETIES:

Literacy Research Association
 American Reading Forum
 National Council of Teachers of English
 American Educational Research Association

OFFICES HELD AND COMMITTEE MEMBERSHIPS

2015-2016 Conference on English Education Graduate Strand Campus Liaison (UNC-Chapel Hill)

UNIVERSITY, COLLEGE, DEPARTMENTAL, AND PUBLIC SERVICE:

University Service

2018-present Future Teachers Education Association faculty advisor

College Service

2017 Faculty organizer of School of Education Book Drive for CHS Week

Standing and Ad Hoc Committees

2016 Scholarship Committee Member

Departmental Service

2020-present Co-lead, Language, Literacy, & Learning area (Teaching, Learning, Leadership, & Policy division)
 2020 ISU Inclusive Teaching Training Faculty Facilitator (School of Education)
 2019-present Hilton Endowed Chair administrative team member
 2018-2020 *Journal of Critical Thought and Praxis* faculty co-advisor
 2019 Search Committee Member (Assistant Professor of Secondary Science Education)
 2018 Search Committee Member (Assistant Professor of Literacy/Multicultural Education)
 2018-present Education for Social Justice administrative team member
 2018-present Graduate Scholarships Committee member
 2018 Task force for secondary education major member
 2017-present Faculty organizer of SoE's Free Little Library project
 2017-present School of Education K-12/Secondary Education Committee Member
 2016 Search Committee Member (Assistant Professor of English Education)
 2016 Tartakov and Harmon Graduate Scholarships Committee member

MEDIA PUBLICATIONS ON RESEARCH

- n.n. (2019, March 29). Rereading the classics. *Visions: Iowa State University Alumni Magazine*, p. 7. Retrieved from https://issuu.com/isualum/docs/visions_spring2019
- Woodbury, E. & Nebbe, C. (2019, February 5). Examining classic literature through a critical lens. *Iowa Public Radio*. Retrieved from <https://www.iowapublicradio.org/show/talk-of-iowa/2019-02-05/examining-classic-literature-through-a-critical-lens>
- Hunt, A. (2019, January 29). Giving high school students the tools to question classic literature. *Iowa State Daily*. Retrieved from <https://www.news.iastate.edu/news/2019/01/29/classics>
- Woodbury, E. & Kieffer. (2018, August 29). Race, Policy, Gender: Politics in the Classroom. *Iowa Public Radio*. Retrieved from <https://www.iowapublicradio.org/post/race-policy-gender-politics-classroom#stream/0>
- Riley, R. (2017, October 2). Jeanne Dyches: Faculty Focus. *College of Human Sciences News*. Retrieved from https://www.youtube.com/watch?time_continue=1&v=1coRRdceSBg
- Campbell, L. (2017, July 10). Research finds that all teachers bring politics to the classroom. *Iowa State CHS News*. Retrieved from <https://www.hs.iastate.edu/news/2017/07/10/social-justice-in-teacher-education/>
- Davis, K. (2016, September 6). Bissonnette works to affirm diverse students, increase literacy with classical texts. *Iowa State CHS News*. Retrieved from <https://archive.hs.iastate.edu/news/2016/09/06/bissonnette-classical-texts/>