

## Alina Adonyi Pruitt

June 2024

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### DEGREES AND DATES AWARDED

**Ph.D.**, The University of Texas, Austin, Texas (2018). Curriculum and Instruction.

**M.Ed.**, Texas State University, San Marcos, Texas (2008). Educational Technology.

**B.A.**, The University of Texas, Austin, Texas (2000). English Literature.

### PROFESSIONAL APPOINTMENTS

#### **Marble Falls High School, Marble Falls, Texas.**

- English Department Chair (August 2022 – May 2024)
- English I Teacher, Grade 9 (August 2022 – May 2024)
- Rhetoric English III Teacher, Grade 11 (August 2022 – May 2024)
- AP Lit English IV Teacher, Grade 12 (August 2022 – May 2023)
- Klaeger Legacy Inspiring Educator Award, recipient (May 2023)

#### **The University of Texas at Austin, College of Education, Department of Curriculum and Instruction, Austin, Texas.**

- Assistant Professor of Instruction (Spring 2019 – Fall 2020) Courses taught: *Literacy for Social Change, Introduction to Qualitative Research Methods, Teaching and Learning in Urban Contexts, and Language Arts Methods*
- Assistant Instructor (Fall 2014 – Spring 2016) Designed, adapted, and taught undergraduate courses: *Teaching Practicum: Secondary English Language Arts and Reading* (Spring 2014; Spring 2015, Spring 2016), *Literacy Across the Disciplines* (Summer 2015)
- Instructor (Fall 2012 – Summer 2017) Designed, adapted, and taught undergraduate courses: *Reading Methods* (Spring 2012; Spring 2016), *Advanced Methods in ELA and Reading* (Fall 2015; Fall 2016), *School Organization and Classroom Management* (Fall 2012; Fall 2013)

**Eastside Memorial High School, Austin, Texas.**

- English III, Grade 11 (2009 – 2011)

**Wallace Middle School, Kyle, Texas.**

- Master Teacher, Teacher Advancement Program (2007 – 2009)

**Martin Middle School, Austin, Texas.**

- English Language Arts Teacher, Grade 6 & 7 (2003 – 2006)

**Metz Elementary School, Austin, Texas.**

- Elementary Teacher, Grade 5 & 6 (2001 – 2003)

**COMMITTEE SERVICE**

- **Co-Sponsor**, Key Club, Marble Falls High School, 2022 – 2024
- **Chair**, Project Transformation, Children’s Library Committee, 2019 – 2022
- **Member**, Project Transformation, Community Literacy Committee, 2018 – 2021
- **Member**, University of Texas, Faculty Search Committee, 2016 – 2017
- **Co-Director**, University of Texas, Doctoral Seminar Committee, 2010 – 2012
- **Coordinator**, Central Texas Writing Project Policy Committee, 2010 – 2011
- **Member**, National Writing Project Technology Liaison Committee, 2008 – 2009
- **Co-Director of Conferences**, Central Texas Writing Project, 2006 – 2008
- **Member**, National Writing Project, Urban Sites Curriculum Committee, 2005 – 2007
- **Teacher Consultant**, Heart of Texas Writing Project, 2005 - present

**REFERENCES**

- Dr. William L. Smith, Assistant Principal, Marble Falls High School / 830-693-4375;  
[wsmith@mfisd.txd.net](mailto:wsmith@mfisd.txd.net)
- Kate Jackson, Instructional Coach, Marble Falls High School / 405-973-4681;  
[KJackson@mfisd.txd.net](mailto:KJackson@mfisd.txd.net)
- Deborah Kelt, Assistant Professor of Practice, University of Texas; 512-924-3598;  
[dkelt@utexas.edu](mailto:dkelt@utexas.edu)

**PUBLICATIONS, PRESENTATIONS, CONFERENCES**

- Attached below in appendix (pp. 3 – 6)

## PUBLICATIONS

### Book Chapters

**Pruitt, A.**, Blakes, B. (2022). A blueprint for teaching racial literacy. In A. Skerrett & P. Smagorinsky (Eds.) *Teaching Literacy in Troubled Times: Identity, Inquiry, and Social Action at the Heart of Instruction*. CA: Corwin Press.

Assaf, L., **Adonyi, A.** (2009). Critically reading an advertisement: Examining visual images and persuasive language in the early grades. In D. Lapp & B. Moss (Eds.) *Teaching new literacies in grades K-3: Resources for 21<sup>st</sup> century classrooms* (pp. 209-220). NY: Guilford Press.

Assaf, L., **Adonyi, A.** (2009). Critically reading an advertisement: Examining visual images and persuasive language in the late elementary grades. In D. Lapp & B. Moss (Eds.) *Teaching new literacies in grades 4-6: Resources for 21<sup>st</sup> century classrooms* (pp. 209-220). NY: Guilford Press.

### Peer Reviewed Journal Articles

Song, K., Williams, K.M. , Schallert, D., **Pruitt, A.A.** (2021). “Humor in multimodal language use: Students’ response to a dialogic, social-networking, online assignment”. *Linguistics and Education*, 63, Article 100752.

Nash, B., **Pruitt, A.**, Schallert, D. (2021). “Always Trying to Dig Deeper”: One Literacy Teacher/Teacher Educator’s Enactment of Expertise as an Emotion-Laden Progressive Problem-Solving Process”. *Teaching and Teacher Education*. *Manuscript submitted, under revision.*

Song, K., Schallert, D., Williams, K., & **Pruitt, A.** (2019). “Student-generated Multimodal Humor in a Learning Environment: Creativity Meets New Literacies”. Special Issue: Exploring pedagogies of Dialogic Space. *Journal of Thinking Skills and Creativity*. *Manuscript accepted, under revision.*

**Pruitt, A.** (2018). A case study of designing, teaching, and learning racial literacy in an urban seventh grade reading and writing classroom (Doctoral dissertation).

Song, K., Williams, K., **Pruitt, A.**, Schallert, D. (2017). Students as pinners: A multimodal analysis of a course activity involving curation on a social networking site. *The Internet and Higher Education*, 33, 33-40.

Skerrett, A., **Pruitt, A.A.**, Warrington, A. (2015). Racial and related forms of specialist knowledge on English education blogs. *English Education*, 47, 314-346.

Maloch, B., Wetzel, M., Hoffman, J.V., Taylor, L.A., **Pruitt, A.A.**, Vlach, S., Greeter, E. (2015). The appropriation of the coaching with CARE model with preservice teachers: The role of community. *Literacy Research: Theory, Methods, and Practice*, 64, 339-358.

Hoffman, J.V., Maloch, B., Mosley Wetzel, M., Taylor, L.A., Greeter, E., **Pruitt, A.A.**, Vlach, S. (2014). Coaching with CARE in a preservice literacy teacher education program: A design/development study. *Association of Literacy Educators and Researchers (ALER) Yearbook*, 36, 119-138.

Skerrett, A., Warrington, A.S., & **Pruitt, A.A.** (2014). Tools and processes for building racial knowledge on teacher education blogs. In P. J. Dunston, S. K. Fullerton, C. C., Bates, K. Headley, P. M. Stecker (Eds.) *63rd Yearbook of the Literacy Research Association* (pp.130-141), Oak Creek, WI: Literacy Research Association.

Hoffman, J.V., Maloch, B., Mosley Wetzel, M., Taylor, L.A., **Pruitt, A.A.**, Greeter, E., Vlach, S. (2014). Cooperating teachers coaching preservice teachers around literacy practices: A design/development study of coaching with CARE. In Dunston, P. J., Fullerton, S. K., Cole, M. W., Herro, D., Malloy, J. A., Wilder, P. M., & Headley, K. N. (Eds.), *the 63rd Yearbook of the Literacy Research Association* (p. 264-280), Altamonte Springs, FL: Literacy Research Association, Inc.

Worthy, J., Durán, L., Hikida, M., **Pruitt, A.A.**, Peterson, K. (2013). Spaces for dynamic bilingualism in read-aloud discussions: Developing and strengthening bilingual and academic skills. *Bilingual Research Journal*, 36, 311-328.

**Pruitt, A.** (2013). Review of Gregory Thompson's (2012) *Intersection of service and learning: Research and practice in the second language classroom: Information Age Publishing, Charlotte, NC, 2012. Teachers College Record, September 12, 2013. <http://www.tcrecord.org> ID Number: 17243*

## CONFERENCE PAPERS & PRESENTATIONS

Nash, B., **Pruitt, A.**, Schallert, D. (2020, December 2). "Always trying to dig deeper": One literacy teacher educator's enactment of expertise as an emotion-laden progressive problem-solving process. Paper presented at the Literacy Research Association's Annual Conference. Online.

**Pruitt, A.** (2020, December 1). *Teacher agency and racial literacies: Anti-racist curricular choices in a seventh-grade classroom*. Poster presented at the Literacy Research Association's Annual Conference. Online.

**Pruitt, A.** (2019, April 9). *The power of teacher agency and racial literacy: Anti-racist curricular choices in a seventh-grade reading and writing classroom*. Poster presented at the American Educational Research Association's Annual Conference. Toronto, Canada.

**Pruitt, A.** (2018, April 14). *The role of teacher racial literacy in designing and implementing an anti-racist literacy curriculum: Emancipatory practices in antiracist classrooms*. Paper presented at the American Educational Research Association's Annual Conference. New York, NY.

**Pruitt, A.** (2017, November 30). "If people don't know where you're from, they'll talk for you.": Racial Literacy & Anti-racist Literacy Curriculum Choices in a Seventh Grade Humanities Classroom. Paper presented at the Literacy Research Association's Annual Conference. Tampa, FL.

**Pruitt, A.** (2017, May 1). *Teacher agency, racial literacy, and anti-racist curricular choices within a Secondary Humanities classroom*. Paper presented at the American Educational Research Association's Annual Conference. San Antonio, TX.

Schallert, D. Williams, K., **Pruitt, A. A.**, & Song, K. (2016, December 2). *Humor and language play: Multimodal Literacy practices and student learning*. Symposium presented at the Literacy Research Association Annual Conference. Nashville, TN.

**Pruitt, A.** & Blakes, B. (2016, November 17). *Teacher agency & curricular choices: Designing & implementing an anti-racist unit of study in a seventh-grade classroom*. Paper presented at the National Council of Teachers of English Annual Conference. Atlanta, GA.

Williams, K., **Pruitt, A. A.**, Song, K., & Schallert, D. (2016, April 11). *The power of humor in a multimodal learning activity*. Poster presented at the American Educational Research Association Annual Conference. Washington, D.C.

**Pruitt, A. A.**, Song, K., Williams, K., & Schallert, D. (2016, April 9). *Students as psycholinguists: Enacting roles as cultural explorers and language aficionados through a Pinterest activity*. Paper presented at the American Educational Research Association Annual Conference. Chicago, IL.

Song, K., Schallert, D., **Pruitt, A. A.**, & Williams, K. (2014, December 4). *Students as pinners: Using a multimodal social network site to navigate a participatory culture*. Paper presented at the Literacy Research Association's Annual Conference. Marco Island, FL.

Skerrett, A., **Pruitt, A.A.**, & Warrington, A. (2013, December 4). *Blogging to shape identity, ideology, and practices of teaching English language arts*. Paper presented at the Literacy Research Association's Annual Conference. Dallas, TX.

Maloch, B., Hoffman, J.V., Wetzel, M., Taylor, L., **Pruitt, A.A.**, Greeter, E., & Vlach, S. (2013, December 4). *Co-constructing thoughtfully adaptive literacy practices with preservice and in-service teachers in an evolving teacher education program: A focus on coaching*. Roundtable presented at the Literacy Research Association's Annual Conference. Dallas, TX.

Durán, L., Weibe, M., Worthy, J., Hikida, M., & **Pruitt, A.A.** (2013, December 6). *Pushing back and moving forward: Language practices and ideologies of fifth graders in a supportive bilingual classroom*. Paper presented at the Literacy Research Association's Annual Conference. Dallas, TX.

Skerrett, A., **Pruitt, A.A.**, & Warrington, A. (2013, November 23). *Digital literacies as a tool for reinventing pre-service English teacher education*. Paper presented at the National Council of Teachers of English Annual Convention. Boston, MA.

Wetzel, M., Hoffman, J.V., Maloch, B., Taylor, L., Greeter, E., & **Pruitt, A.A.** (2013, November 2). *Coaching and mentoring of preservice teachers: A developmental/design experiment*. Roundtable presented at the Association of Literacy Educators and Researchers' Annual Conference. Dallas, TX.

Worthy, J., Durán, L., **Adonyi, A.**, Hikida, M., Peterson, K. (December, 2012). *Spaces for translanguaging in a fifth-grade bilingual classroom*. Paper presented at the annual meeting of the National Literacy Association. San Diego, CA.

Worthy, J., Peterson, K., Hikida, M., **Adonyi, A.**, Durán, L., (2012, December). *Le digo que si no paga, que lo llevarian a la cárcel!* [“He told him if he didn’t pay, he would be taken to jail.”]: Discussions of Prejudice and Discrimination in a Read-aloud of *Esperanza Rising*. Paper presented at the annual meeting of the National Literacy Association. San Diego, CA.

**Adonyi, A.**, Assaf, L., Long, A., Woollven, J. (2007, November). *Equity in writing instruction: Action research lessons in a literacy teacher inquiry group*. Paper presented at the annual meeting of The National Council of the Teachers of English. New York, NY.

## INVITED TALKS

**Pruitt, A.** (2019, November 11). *Culturally sustaining pedagogy for all youth*. Guest lecture presented to Children’s Movement: Community Engaged Learning class at the University of Texas. Austin, TX.

**Pruitt, A.** & Blakes, B. (2018, October 24). *Appreciative stances and mentor texts*. Teacher workshop presented with Central Texas Writing Project. Round Rock, TX.

**Pruitt, A.** & Blakes, B. (2017, June 29). *Reframing and refreshing writing curriculum*. Teacher workshop presented at Central Texas Writing Project Advanced Summer Institute. Round Rock, TX.

**Adonyi, A.**, Lee, C., Zellner, A. (2011, April). *Tapping into the cultural wealth of urban youth's technology know-how*. National Writing Project Urban Sites Network Pre-Conference Workshop. Boston, MA.

**Adonyi, A.** (2010, November). *Digital literacies: Sharing innovative digital practices for multimodal composition*. Roundtable at the annual meeting of the National Writing Project. Orlando, FL.

**Adonyi, A.**, Woollven, J. (2010, April). *Using Glogster to write across the margins: How digital posters provide a space for social change and personal empowerment*. National Writing Project Urban Sites Network Conference. Portland, OR.

**Adonyi, A.**, Woollven, J. (2008, November). *The power of their words: Stories told through the social action collective lens in a middle school classroom*. Presentation at the National Council of the Teachers of English Annual Meeting. San Antonio, TX.