

Alina Adonyi Pruitt

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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.txed.net
- Kate Jackson, Instructional Coach, Marble Falls High School / 405-973-4681;
KJackson@mfisd.txed.net
- Deborah Kelt, Assistant Professor of Practice, University of Texas; 512-924-3598;
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 21st 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 21st 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.