



TEXAS A&M UNIVERSITY

COMMERCE

Curriculum Vita October 2024

Instructor: Kathryn V. Dixon, Ph.D.,
Associate Professor and Assistant Dean

Academic Department: Curriculum and Instruction

University Address: Nursing and Health Sciences Building, #315
Texas A&M University-Commerce
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EDUCATION

Doctor of Philosophy, Literacy and Language Studies
Specialization in Curriculum and Instruction

University of North Texas, 2014

Dissertation: *Framing Bilingual Education Policy: Articulation and Implementation in Texas*

Master of Public Health, Community Health Education

University of North Texas Health Science Center, 2010

Bachelor of Science, Applied Learning and Development with Bilingual Endorsement

The University of Texas-Austin, 1999

Certifications:

Texas Grades 1-8 Self-Contained (Lifetime)

Elementary Bilingual/ESL-Spanish Grades 1-8 (1999-2012)

Elementary Spanish Grades 1-8 (2000-2012)

LEADERSHIP EXPERIENCE

January 2024 – Present

**Assistant Dean
College of Education and Human Services**

Responsibilities include:

- Collaborating with Dean and Associate Dean in the effective leadership and management of programs within the College.
- Assisting Dean by working with and supporting the Departments of Curriculum and Instruction, Educational Leadership, and Higher Education and Learning Technology in addition to the Office of Educator Certification.
- Leading the continuation and development of College initiatives.
- Promoting the professional development of faculty within the College and its academic departments.
- Working with and supporting Department Heads to ensure that course offerings across the college optimize resources and are offered in a timely manner with adequate student input to ensure the smooth flow of student progress toward graduation.
- Participating in the development and improvement of departmental plans for curriculum development, review, and revision.
- Serving as a resource and referral source for students seeking various types of assistance.
- Serving as a liaison for the local community, including partner school districts and community college partners.
- Serving as a liaison for between the College and the Texas Education Agency.

Expectations		Related Accomplishments/Outcomes
Lead team to create and implement comprehensive plan to improve teacher certification exam pass rates	→	Pass rate for the Core Subjects (391) exam increased from 70% to 84.95% in one calendar year. Pass rate for BTLPT exam increased from 59% to 90.9% in one year.
Collaborate with Region 10 ESC and partner districts to establish sustainable Texas Strategic Staffing models	→	Led a team to successfully place 25 teacher candidates in paid yearlong teaching residencies with partner school districts for 2024-2025.
Lead Texas Reading Academy (TRA) faculty working group in partnership with TEA to design an implementation plan at the Educator Preparation Program level	→	Six faculty members screened and trained as Cohort Leaders teaching and coaching 40 teacher candidates through Texas Reading Academy in 2024-2025 with plans to expand to all candidates in fall 2025.
Seek opportunities to diversify teacher candidate pool and	→	Secured US Department of Education National Professional Development grant to support

pathways to initial teacher certification

bilingual paraprofessionals pursuing BS in Education with EC-6 bilingual certification (\$2.7M over 5 years)

Serve on leadership team for Charles Butt Foundation Raising Texas Teachers grant.



Successfully submitted addendum to Raising Texas Teachers Partner application that expands eligibility for scholarships to A&M-Commerce undergraduate teacher candidates in all certification pathways.

Oversee transition of academic testing from University Testing Center to COEHS



Team successfully implemented undergraduate representative testing at main campus and 2 extended sites in fall 2024 with plans for online testing administration for undergraduate and graduate representative exams by fall 2025.

March 2023 – January 2024

**Department Head of Curriculum & Instruction Department
College of Education and Human Services
Texas A&M University – Commerce**

Responsibilities included:

- Collaborating with over 30 full-time departmental faculty and staff members to set and pursue programmatic goals that align with the department, college, and university vision and mission.
- Establishing and strengthening partnerships with community and junior colleges to grow pipelines into educator preparation program.
- Exploring a course scheduling process for optimizing faculty expertise in teaching while meeting the needs of undergraduate and graduate students.
- Streamlining processes to efficiently support students, faculty, and staff.
- Establishing a collaborative working relationship with departments and colleges across the university including those within COEHS, Graduate School, Institutional Effectiveness, and other academic departments.
- Collaborating with COEHS Office of Educator Certification to ensure TEA compliance across all C&I certification programs.
- Advancing retention efforts through in-person advising events (Registration Tour) at the main campus and four off-site locations
- Serving as University Representative for the Texas Education Agency Working Group for Educator Preparation Program implementation of Texas Reading Academies

Expectations

**Related
Accomplishments/Outcomes**

Design strategic hiring plans to meet the needs of the department with highly qualified faculty members while maintaining fiscal responsibility.	→	Hired two new faculty members: Assistant Professor of Bilingual Education and Assistant Professor of Early Childhood Education for Fall 2023, eliminating the need for adjunct faculty to teach courses in those disciplines.
Foster relationships with partner K-12 school districts including TCLAS Decision 5 Design Team for nine (9) partner districts.	→	Led a team to successfully place 66 teacher candidates in paid yearlong teaching residencies with partner school districts.
Seek out professional development opportunities for C&I faculty.	→	Invested \$10,000 in professional development opportunities for faculty members on topics such as HyFlex teaching and learning, Artificial Intelligence (AI) for Educators, academic technology, STEM teacher preparation, bilingual educator preparation, and competency-based education.
Coordinate and support curriculum changes across undergraduate and graduate programs with input from faculty and students.	→	Collaborated with doctoral program coordinators to lead faculty team through doctoral program redesign and curriculum changes, receiving approval in July 2023. New doctoral student enrollment increased from four (4) in Fall 2022 to ten (10) in Fall 2023.
Serve on leadership team for Charles Butt Foundation Raising Texas Teachers grant.	→	Successfully submitted application with Assistant Department Head/grant project Co-Lead for Educator Preparation Program acceptance as A Raising Texas Teachers Partner with the Charles Butt Foundation, a distinction that creates eligibility for scholarships to A&M-Commerce undergraduate teacher candidates (EC-6 & 4-8).


Sept. 2022 – March 2023

**Interim Department Head of Curriculum & Instruction
College of Education and Human Services
Texas A&M University – Commerce**

Responsibilities included:

- Prioritizing continuity in programmatic initiatives to ensure a smooth transition from previous Department Head
- Coordinating and supporting curriculum changes across undergraduate and graduate programs with input from faculty and students.

- Establishing a collaborative working relationship with departments and colleges across the university including those within COEHS, Graduate School, Institutional Effectiveness, and other academic departments.

Expectation	Related Accomplishment/Outcome
Foster relationships with partner K-12 school districts including TCLAS Decision 5 Design Team for six (6) partner districts.	 Led a team to successfully place 46 teacher candidates in paid yearlong teaching residencies with partner school districts.

2021 – 2022

**Educator Preparation Program Coordinator
Texas A&M University – Commerce**

- Oversaw and supported field-based undergraduate programs at all A&M-Commerce campus locations
- Coordinated and supported curriculum changes across undergraduate programs
- Fostered relationships with partner K-12 school districts including TCLAS Decision 5 partnerships
- Led and collaborated with A&M-Commerce Center Coordinators
- Secured \$10,000 in federal COVID relief funding for a one-year contract with GoReact to support remote/virtual field supervision during State of Emergency
- Secured \$10,000 in federal COVID relief funding for a one-year contract with Teaching Channel to support TEA early field experience requirements during State of Emergency
- Collaborated with COEHS Certification Office to ensure TEA compliance across all C&I certification programs & prepared for 2022 TEA program review
- Served on the A&M-Commerce C&I Leadership Team for US PREP grant
- Co-led edTPA pilot for Year 3
- Served as Coordinating Consultant for Raise Your Hand Texas grant
- Planned and led annual Advisory Board meetings for Educator Preparation Program
- Co-designed and co-led Science of Reading professional development session for C&I Reading and Early Childhood Education faculty

2018 – 2021

**Center Coordinator for CHEC Center
Texas A&M University – Commerce**

- Communicated with district partners to mutually select schools for hosting student teachers and schedule interviews for teacher candidate placements
- Facilitated interview sessions for teacher candidate placement at partner school districts

- Communicated with the Office of Educator Certification and Department of Curriculum and Instruction regarding teacher candidate placement information, registration for seminar courses, and withdrawals from the program
- Scheduled, planned, and led orientations and information sessions about student teaching
- Facilitated cooperating teacher training
- Collaborated with center faculty to plan and lead seminars
- Served as “point of contact” for partner school districts
- Assigned interns and clinical teachers to field supervisors in an equitable manner
- Served as “big picture” communicator to the full group of interns/clinical teachers as well as field supervisors
- Monitored growth of all teacher candidates
- Served on the A&M-Commerce C&I Leadership Team for US PREP grant

TEACHING EXPERIENCE	
2020 – Present	Associate Professor, Curriculum & Instruction Texas A&M University – Commerce
2014 – 2020	Assistant Professor, Curriculum and Instruction Texas A&M University – Commerce
2013 – 2014	Meadows Research Fellow Department of Teacher Education and Administration University of North Texas
2010 – 2013	Doctoral Graduate Assistant for Department Chair Department of Teacher Education and Administration University of North Texas
2007 – 2010	Bilingual Teacher, First Grade Shady Shores Elementary/Lake Dallas Elementary Lake Dallas ISD – Lake Dallas, Texas
2002 – 2007	Bilingual Teacher, Grades 2 and 4 ESL Pull-out Teacher, Grades K-1 Central Elementary/Hebron Valley Elementary Lewisville ISD – Lewisville, Texas
2001 – 2002	Adjunct Instructor, Adult Basic Education Okaloosa-Walton Community College Ft. Walton Beach, Florida
2000 – 2001	Dual Language Teacher, Third Grade Harris Elementary Austin ISD – Austin, Texas
1999 – 2000	Bilingual Teacher, Fourth Grade

RESEARCH GRANTS AND AWARDS

External Grants

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|------|---|
| 2024 | US Department of Education Office of English Language Acquisition, Dixon, K.V., Tang, S., Espinosa, T., & Castillo, A., <i>LeoTeach Bilingual Educator Advancement and Certification Opportunity Network for Paraprofessionals in Texas (LeoTeach BEACON)</i> . \$2,701,808.00 (funded for five years; Year 1 = \$476,822.06) |
| 2024 | PI, Texas Higher Education Coordinating Board
Funded Bilingual Education Scholarship Program. \$91,623.00 |
| 2023 | PI, Texas Higher Education Coordinating Board
Funded Bilingual Education Scholarship Program. \$104,464.00 |
| 2022 | Co-PI, Dixon, K.V. & Pearce, K.N. Raising Texas Teachers, Charles Butt Foundation. Funding for continuous improvement efforts for undergraduate educator preparation program. \$50,000 |
| 2021 | Co-PI, Sanders, A. & Dixon, K.V., Texas Education Agency. Funding to Implement edTPA Year 3 Pilot. \$9,000 |

Internal Grants

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| 2022 | Co-PI, Guthery, S., Sanders, A., & Dixon, K.V. Honors College Project sponsoring an undergraduate student over a summer to research the brain science of online courses and the gamification of education. \$10,000 |
| 2018 | Texas A&M University – Commerce QEP Global Fellow Course & Travel Grant. Funding to purchase teaching materials for academic enrichment program implementation as part of an international field experience course in San Miguel de Allende, Mexico. \$1500 |

Submitted Grants Not Awarded

- | | |
|------|---|
| 2024 | Communities Foundation of Texas, Villanueva-Russell, Y., Sanders, A., and Dixon, K.V. \$700,000 requested. <i>Addressing Texas Teacher Shortages Through Innovation</i> |
| 2024 | Meadows Foundation, Villanueva-Russell, Y., Sanders, A., and Dixon, K.V. \$100,000 requested. <i>Addressing Texas Teacher Shortages Through Innovation</i> |
| 2024 | Dallas Foundation, Villanueva-Russell, Y., Sanders, A., and Dixon, K.V. \$100,000 requested. <i>Addressing Texas Teacher Shortages Through Innovation</i> |

- 2022 US Department of Education, Dixon, K.V., Fields, M., Sanders, A., & Pearce, N., \$2,904,322 *Reinventing LeoTeach: Creating a One-Year Residency Model with High Needs School Partnerships*
- 2022 Spencer Foundation, Sanders, A., & Dixon, K.V. \$250,000-375,000 *Comparison of Preparation for First Year Teachers after Completing a One Year Residency or One Semester Residency Model*

PUBLICATIONS

Peer-Reviewed Edited Books

Sanders, A., Isbell, L., & **Dixon, K.V.** (Eds.). (2020). *Incorporating LGBTQ+ Identities in K-12 Curriculum and Policy*. Hershey, PA: IGI Global.

Peer-Reviewed Articles

Manley, S., Williams Mills, J.J., & **Dixon, K.V.** (in press). Comparing paid and unpaid clinical teaching: Benefits, challenges, and implications for teacher preparation. *Texas Forum of Teacher Education*

Kimbriel, J., Sanders, A., **Dixon, K.V.**, & Isbell, L. (2022). Defining instructional coach roles to provide equitable experiences for new teachers. *TxEp: Texas Educator Preparation*, 6, pp. 66-72.

King, K.M., **Dixon, K.V.**, Gonzalez-Carriedo, R., & Krauss, L. (2022). Transformation and cross-cultural adaptation of teacher candidates in an international student teaching program. *Journal of Transformative Education*, 20(2), pp. 138-158. <https://doi.org/10.1177/15413446211028564>

Sanders, A., Isbell, L., & **Dixon, K.V.** (2021). Using instructional design to transform the lesson planning process for teacher candidate preparation. *The Texas Forum of Teacher Education*, 11, pp. 49-63.

Dixon, K.V. (2019). Google tour builder as a platform for social studies engagement. *Ubiquity*, 6(1), pp. 8-21.

Fields, M., **Dixon, K.V.**, Isbell, L., & Tunks, J. (2019). Examining the levels of transfer: A closer look at the UTeach preparation program. *TxEp: Texas Educator Preparation*, 3, pp. 29-38.

Isbell, L., **Dixon, K.V.**, & Sanders, A. (2019). Arming teachers for school safety: Providing clarity for state policies. *Texas Education Review*, 7(2), pp. 6-13.

Dixon, K.V., Foote, M.M., & Araujo, J.J. (2018). The power of family involvement: Preparing preservice teachers to understand more about the out of school literacy lives and cultures of children. *ALER Yearbook*, 40, pp. 367-382.

Dixon, K.V., Sanders, A., & Putman, R. (2018). Using microblogging as a social media tool for discussions in higher education. *Journal of Social Media in Society*, 7(1), pp. 339-365.

Araujo, J.J., Morton, T.B., Foote, M.M., & **Dixon, K.V.** (2017). Helping preservice teachers get the power of parental involvement: Establishing connections from day one. *ALER Yearbook*, 39, pp. 433-450.

Dixon, K.V. (2015). Framing bilingual education policy: Articulation in Texas. *Journal of Bilingual Education Research and Instruction*, 17(1).

Sanders, A., & **Dixon, K.V.** (2014). A brave new world: Pre-service teachers understanding and integrating new literacies in the language arts classroom. *The Reading Paradigm*, 8 (1), pp. 4-9.

Peer-Reviewed Book Chapters

Thompson, A., Sanders, A., & **Dixon, K.V.** (2023). Historical overview and theoretical perspectives of LGBTQ+ themes and awareness within the United States K-12 education system. In F.J. Palacios-Hidalgo & C.A. Huertas-Abril (Eds.) *Promoting Inclusive Education Through the Integration of LGBTQ+ Issues in the Classroom*. Hershey, PA: IGI Global.

Dixon, K.V., Sanders, A., & Isbell, L. (2021). The utilization of technology tools and preparation of preservice teachers for literacy instruction in the age of virtual learning. In J.J. Araujo & D.L. Araujo (Eds.) *Handbook of Research on Reconceptualizing Preservice Teacher Preparation in Literacy Education*. Hershey, PA: IGI Global.

Putman, R.S., & **Dixon, K.V.** (2021). Beyond knowledge: Helping preservice teachers apply the science of reading research in authentic classroom contexts. In J.J. Araujo & D.L. Araujo (Eds.) *Handbook of Research on Reconceptualizing Preservice Teacher Preparation in Literacy Education*. Hershey, PA: IGI Global.

Babino, A., & **Dixon, K.V.** (2020). From me to we: Humanizing elementary classrooms for LGBTQ+ youth through a teacher preparation program. In A. Sanders, Isbell, L., & Dixon, K.V. (Eds.) *Incorporating LGBTQ+ Identities in K-12 Curriculum and Policy*. Hershey, PA: IGI Global. In Management Association, I. (Ed.). (2021). *Research Anthology on Empowering Marginalized Communities and Mitigating Racism and Discrimination*. IGI Global. *Selected as a reprint in a new IGI collection "Critical Explorations."

Sanders, A., **Dixon, K.V.**, & Isbell, L. (2020). LGBTQ+ literature in the elementary and secondary classroom as windows and mirrors for young readers. In A. Sanders, Isbell, L., & Dixon, K.V. (Eds.) *Incorporating LGBTQ+ Identities in K-12 Curriculum and Policy*. Hershey, PA: IGI Global.

Dixon, K.V., Gonzalez-Carriedo, R., & Krauss, L. (2017). The implementation and analysis of an international student teaching program. In L. Leavitt (Ed.). *Cultural awareness and competency development in higher education*. Hershey, PA: IGI Global.

Invited Book Chapters

Mohr, K.A.J., **Dixon, K.**, & Young, C. (2012). Effective and efficient: Maximizing literacy assessment and instruction. In Ortlieb, E. T., & Cheek, Jr., E. H. (Eds.). *Literacy research, practice, and evaluation: Vol. 1*(p. 293-324). Using informative assessments for effective literacy practices. Bingley, UK: Emerald Group.

Book Reviews

Isbell, L., & **Dixon, K.V.** (2019, January 24). [Review of the book *Ending zero tolerance: The crisis of absolute school discipline*, by D. W. Black]. *Teachers College Record*, <https://www.tcrecord.org> ID Number: 22642

Manuscript Under Review

Guthery, S. & **Dixon, K.V.** Local licensure and teacher shortage: Policy analysis and implications. *Teaching and Teacher Education*

Manley, S., **Dixon, K.V.**, & Sanders, A. Grade K-5 teachers' perceptions of professional development that supports mathematics instruction. *School Science and Mathematics Journal*.

HONORS AND AWARDS	
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2021	APPAM Comparative Policy Analysis Paper Award Finalist
2021	Department Nominee for Paul W. Barrus Teaching Award
2020	CLASS Award Department of Curriculum & Instruction, COEHS
2018	Texas A&M University – Commerce QEP Distinguished Global Fellow
2016	Texas A&M University – Commerce QEP Global Fellow
2015	Outstanding Dissertation Award – Honorable Mention University of North Texas College of Education
2014	Outstanding Doctoral Student in Literacy Education University of North Texas College of Education

PRESENTATIONS

International

King, K.M., **Dixon, K.V.**, & Gonzalez-Carriedo, R. (2021, April). *Transforming future imaginaries through international student teaching*. Association for Childhood Education International Global Summit on Childhood, virtual conference.

Gonzalez-Carriedo, R., **Dixon, K.V.**, & Dixon-Krauss, L. (2016, April). *Cultural adaptability of teacher candidates participating in an international student teaching program*. Association for Childhood Education International Global Summit on Childhood, San Jose, Costa Rica.

Dixon, K.V., Dixon-Krauss, L., & Thompson, K. (2014, April). *An international student teaching initiative: Expanding preservice teachers' global perspective*. Association for Childhood Education International Global Summit on Childhood, Vancouver, British Columbia, Canada.

Dixon, K.V. (2013, November). *A cross-border comparison of language policies*. World Education Research Association, Guanajuato, Mexico.

Dixon, K. & Martin, T. (2013, March). *Supporting teachers in the implementation of a two-way dual language program*. Comparative and International Education Society, New Orleans, LA.

Dixon, K. (2012, April). *State of equality? A comparative policy analysis*. Comparative and International Education Society, San Juan, Puerto Rico.

National

Dixon, K.V., & Hudson, J. (2024, July). *Using AI to strengthen the continuous improvement cycle for academic programs*. Teaching and Learning with AI. Orlando, FL.

Manley, S., **Dixon, K.V.**, & Sanders, A. (2023, October). *The reciprocal nature of course design: Transforming traditional alternative certification courses using the CBE model*. CBExchange. Amelia Island, FL.

Putman, R. & **Dixon, K.V.** (2022, November). *Practice to theory in teacher education: Rehearsal for preservice teachers in an ever-changing educational environment*. Association of Literacy Educators and Researchers. Denver, CO.

Villanueva-Russell, Y., Sanders, A., **Dixon, K.V.**, & Pearce, K.N. (2022, October). *Leveling up! Designing CBE pathways to move students from undergraduate to graduate work*. CBExchange. Amelia Island, FL.

Guthery, S. & **Dixon, K.V.** (2022, March). *When districts write their own policy solutions to address teacher shortage: Comparative policy analysis and practical implications*. Association for Public Policy Analysis & Management. Austin, TX.

Dixon, K.V., Sanders, A., & Isbell, L. (2021, November). *A survey of technology tools utilized for virtual reading instruction*. Association of Literacy Educators and Researchers. Hilton Head, SC.

Babino, A., & **Dixon, K.V.** (2020). *From me to we: Humanizing elementary classrooms for LGBTQ+ youth through a teacher education program*. American Educational Research Association. San Francisco, CA. (Cancelled due to COVID-19.)

Dixon, K.V., Sanders, A., & Isbell, L. (2019, October). *Understanding and preparing preservice teachers for mass shootings in the K-12 classroom*. American Association of Teaching and Curriculum, Birmingham, Alabama.

Dixon, K.V., Carrero, K., & Gomez, T. (2019, April). *Psychometric soundness of measures examining cultural competence growth for educators after an international field experience*. American Educational Research Association, Toronto.

Sanders, A. & **Dixon, K.V.** (2018, November). *LGBT literature in the secondary classroom as windows and mirrors for young readers*. National Council of Teachers of English. Houston, Texas.

Dixon-Krauss, L., Gonzalez-Carriedo, R., King, K.M., & **Dixon, K.V.** (2018, April). *Transformations in personal and professional beliefs of candidates in an international student teaching program*. American Educational Research Association, New York, New York.

Dixon, K.V., Foote, M.M., Morton, T., & Araujo, J.J. (2017, November). *The power of parental involvement: Preparing preservice teachers to understand more about the out of school literacy lives and cultures of children*. Association of Literacy Educators and Researchers, St. Petersburg, FL.

Sanders, A., **Dixon, K.V.**, & Putman, R. (2016). *The roles and functions of microblogging in classroom discussion*. National Council of Teachers of English, Atlanta, GA.

Dixon, K.V. (2016, April). *The framing, reframing, and recontextualization of bilingual education policy in Texas*. American Educational Research Association, Washington, D.C.

Dixon, K.V. (2015, April). *Implementation of bilingual and ESL education policy in Texas: Geographic and ethnic variation*. American Educational Research Association, Chicago, IL.

- Dixon, K.V. & Thompson, K. (2015, March). *Expanding pre-service teachers' global perspectives*. National Association for Bilingual Education, Las Vegas, NV.
- Dixon, K.V. (2014, December). *Framing bilingual education: Articulation in Texas*. Literacy Research Association, Marco Island, FL.
- Nelson, N. & **Dixon, K.** (2013, April). *A real "Texas Miracle"? Visioning and re-visioning a transformation of public education*. American Education Research Association, San Francisco, CA.
- Dixon, K. (2012, February). *A cross-border comparison of language policies*. Panel paper presented at the Annual Meeting of National Association of Bilingual Education, Dallas, TX.
- Dixon, K., Patterson, L., Martin, T., Robertson, M.K., Izbrand, S., & Smith, J. (2011, November). *Blogging as a tool for political action: new literacies and the 2011 Save our Schools March*. Literacy Research Association, Jacksonville, FL.

Regional

- Sanders, A., **Dixon, K.V.**, & Isbell, L. (2021, March). *Guiding the edTPA conferencing process*. edTPA Pilot Institute. Virtual Conference.
- Sanders, A., Isbell, L., & **Dixon, K.V.** (2020, October). *Preparing teacher candidates for the lesson planning process*. Mid-South Educational Research Association. Virtual Conference.
- Collins, D., Jenkins, T., **Dixon, K.V.**, & Corzine, W. (2020, October). *Collective impact: University and school district partners re-envisioning curriculum design*. Consortium of State Organizations for Texas Teacher Education. Virtual Conference.
- Dixon, K.V. & Isbell, L. (2018, September). *Student safety: Current policies and possible future initiatives*. Texas A&M University System Chancellor's Summit, Laredo, TX.
- Sanders, A., **Dixon, K.V.**, and Putman, R. (2015, November). *Microblogging through social media for student collaboration*. Texas Social Media Conference, Ft. Worth, TX.
- Dixon, K. (2012, September). *Effective writing conferences with ELLs*. Texas Association for the Improvement of Reading, Denton, TX.
- Dixon, K. (2011, September). *Web literacy in the primary grades*. Texas Association for the Improvement of Reading, Denton, TX.
- Dixon, K. (2011, March). *The "What's Hot, What's Not" lists: Where have we been and where are we going?* Rose F. Spicola Forum in Reading, Texas Woman's University, Denton, TX.

Invited

- Dixon, K.V. & Isbell, L. (2019, June). *Student safety: Policy updates from the 86th Texas legislative session*. Summer Leadership Institute, Texas A&M University, College Station, TX.

HIGHER EDUCATION COURSES TAUGHT
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Texas A&M University-Commerce
Doctoral courses (HyFlex or hybrid)

EDCI 651 Curricula and Instructional Design

This course provides an examination of research literature relative to the process of designing, implementing, and evaluating curricula and instructional strategies.

EDCI 690 Research in International Settings

This course is designed to provide doctoral students with the opportunity to gain knowledge and experience in the process of conducting a research study. Students will participate in various aspects of the research process such as completing required training for the IRB protocol, conducting a review of the literature, and collecting, organizing, and analyzing data under the supervision and support of a faculty member. Having an international field experience component to the course will provide students with an understanding of the cultural context of research, especially in international settings.

Master's courses (online)

EDCI 538 Classroom Management

This course is a study of current theories and practices of classroom management and discipline in K-12 schools.

ELED/EDCI 524 Literacy in Grades 1-8

A consideration of techniques of teaching the communication skills and the role of linguistics in the language arts program.

EDCI 597 Special Topics: Global Application of Literacy Assessment & Practice with English Learners

This special topics course is an international field experience in which preservice and current classroom teachers plan and implement a week-long academic enrichment program at a primary school in a rural village outside of San Miguel de Allende, Mexico. Students learn about English and Spanish language assessment and planning differentiated lessons based on assessment data.

EDCI 597 Global Application of ELL Literacy Practice

This special topics course is an international field experience in which preservice and current classroom teachers plan and implement a week-long academic enrichment program at a primary school in a rural village outside of San Miguel de Allende, Mexico. Students learn about English and Spanish language and literacy assessment and planning differentiated lessons based on assessment data.

RDG 521 Literacy & Instruction II

This course examines research and evidence-based strategies that promote academic vocabulary development and comprehension of a variety of literary and expository texts. Students will explore and learn how to select and utilize appropriate books and other materials that build comprehension processes in later Elementary, Middle School, and High School literacy learners.

RDG 523 Promotion of Literacy Through Language Acquisition and Development

Students in this course will gain knowledge and skills in primary and secondary language acquisition, including the relationship of these languages, to facilitate and promote literacy. Other skills include: conducting appropriate reading assessments on an ongoing basis; designing and implementing effective reading instruction that reflects state content and performance standards addressing the needs of all learners; applying knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy; and using research-based reading instruction that is collaborative and consultative with colleagues, mentoring, coaching, and providing professional development.

RDG 540 Content Area Reading

This course is designed to address how literacy is taught and assessed across content areas. Using both content literacy and disciplinary literacy approaches, students will learn strategies for increasing comprehension and leverage writing as a tool for formulating and organizing ideas that lead to a deeper understanding of concepts and topics across content areas.

Undergraduate courses (online and in-person)

BLED 412 Foundations of Bilingual/ESL Education/EDCI 412 Emergent Bilinguals: Theory and Practice

This course provides teacher candidates an introduction to the laws, philosophies and theories of ESL schooling with an emphasis on the evolution of language policy and the sociological, psychological, and legal implications.

ELED 412 Effective Teaching and Professional Growth

This course contains the body of knowledge necessary for understanding the relationship between effective teaching, professional growth, and lifelong learning. This course emphasizes theories and issues of education that are directly related to professional development including: site-based management, professional ethics, school environment issues, communication issues, education research, and political influences. Students will exhibit an understanding of the Texas teacher standards on professional development as assessed by TExES.

ELED 443 Classroom Management – Field Based

A field-based course in which prospective teachers develop & improve the skill of creating inclusive classroom environments, curriculum, space and time, and supporting student behavior with culturally, economically, and educationally diverse student populations. Candidates acquire knowledge, skill, and ability to support cognitive and affective learning by creating a learning environment the promotes students' cultural competence and critical consciousness. Candidates work alongside experienced public school teachers in their elementary and/or middle school classrooms.

ELED 447 Teacher Inquiry

Focuses on effective methods of assessment including formal and informal assessments. The role of formative assessment as a guide for instruction and the importance of data-driven decisions will be emphasized. Problem based learning and the use of technology to collect, manage, and analyze multiple data sources to interpret learning results for individual students and for groups of students will be demonstrated.

ELED 452 Student Teaching -- Field Based

This is a course requiring observation, participation, and directed teaching for residents enrolled in the Center for Professional Development and Technology (CPDT).

RDG 350 Reading and Literacy I

This introductory course will emphasize the foundations of the science of teaching reading and literacy. Teacher candidates will explore how reading, literacy, and cognitive processes are developed. Fifteen hours of clinical observation will provide time observations of children and teachers in field settings to connect theory with actual practice. The focus of this course is an examination of how to implement TEKS when facilitating literacy acquisition and development. The course includes teaching approaches, text genres, writing, listening, speaking, linguistics, cueing systems, phonemic awareness, phonics, word recognition, vocabulary development, spelling, fluency, and instructional resources.

RDG 360 Word Analysis Skills

This course examines the English phonological system used in reading and writing. The focus of this course is an examination of the competencies and TEKS related to word analysis skills of all learners. Specific attention is given to phonics and phonemic awareness and, the strategies that are useful to readers and writers in the development and assessment of word knowledge and word analysis.

RDG 370 Reading and Literacy II

This course builds upon the foundations of reading presented in RDG 350. The teacher candidates will explore the science of teaching reading and writing, with a particular focus on comprehension. The course is designed to deepen candidates' knowledge and skill in the science of teaching reading and deals with cognition, writing workshop, books from multiple genres, basal readers, and summative and formative assessments. The course emphasizes strategies for developing comprehension and the teacher's role in helping the K-12 student utilize the five components of reading.

RDG 448 Global/Characteristics of ELLs in Field-Based Settings

Attention will be given to the development of reading fluency and written communications in the content areas with emergent bilingual learners. The use of language assessments and student data for instructional decision-making will be explored.

DISSERTATIONS

Rhonda Pickup, Dissertation Committee Member, Completed, 2018
Barbara Solberg, Dissertation Committee Member, Completed, 2022
Janet Kimbriel, Dissertation Committee Chair, Completed, 2023
Talle Gomez, Dissertation Committee Chair, Anticipated Completion, December 2024
Diana Brown, Dissertation Committee Chair, Anticipated Completion, May 2024

PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA)
Association of Literacy Educators and Researchers (ALER)
National Association for Bilingual Education (NABE)
National Council of Teachers of English (NCTE)
Association for Childhood Education International (ACEI)
Literacy Research Association (LRA)
Conference Proposal Reviewer – 2015

SERVICE

State and National Service
ALER Yearbook Editorial Board Member, 2021-Present
Peer Reviewer for Journals
Educational Policy
Action in Teacher Education
Literacy Research and Instruction
Texas Journal of Literacy Education
Journal of Teacher Action Research

Conference Proposal Reviewer
Literacy Research Association
Association of Literacy Educators and Researchers

Connect 2 Learn

Institutional Service

Texas A&M University System

Instructional Design Leader

Texas A&M University System College of Education -- Mexico Collaborative, 2016-2020

A&M-Commerce Curriculum and Instruction Representative

Texas A&M University System Chancellor's Summit, 2014, 2018, 2021, 2022

Community of Practice Member

Texas A&M University System DEI Affinity Group, 2021-2022

Texas A&M University – Commerce

Service to the University

SACSCOC Reaffirmation Committee Chair

Committee Chair and Primary Author for Sections 8 and 10 of 2024 Reaffirmation Report

Professional Development

Designing and leading professional development workshop for A&M-Commerce College of Business

ACUE Facilitator

Faculty facilitator for 25-week course, 2021-2022

TAMUC International Awards Banquet Committee Member, 2016-2017

Service to the College of Education and Human Services

TEA Program Review Preparation Team Member, 2021-2022

Search Committee Member

Department of Psychology, Counseling & Special Education, 2017

Service to the Department of Curriculum and Instruction

Co-Lead Charles Butt Foundation Raising Texas Teachers grant, 2022-Present

IE Report Author for Undergraduate Programs, 2021-2022

Faculty Senate, C&I Representative, 2021-2022

edTPA Co-Coordinator, 2021-2022

Coordinating Consultant, RYHT, 2021-2022

Center Coordinator Representative, US PREP, 2020

Curriculum Redesign Team - Literacy, US PREP, 2020-2022

edTPA pilot leader for CHEC Center, 2020-2022

IRB Committee Member, C&I Department, 2018-2022

Department of Curriculum & Instruction Search Committee Member, 2015, 2017, 2019

Department of Curriculum & Instruction Search Committee Chair, 2018

Committee Co-chair, Centers Council, 2018-2019

Advisor – Honors College Thesis, Texas A&M University-Commerce, 2014-2015, 2018-2019
Member – Honors College Thesis Committee, TAMUC, 2017-2019
Course Coordinator – RDG 360: Word Analysis Skills, 2015-Present
Bill Martin Jr. Memorial Symposium Committee Member, 2015-2021
TAMUC Partnership Advisory Committee Member, 2014-Present