

**Aimee Myers, Ph.D.**  
Texas Woman's University  
June 1, 2021

## **Education**

Ph.D. University of Oklahoma, Instructional Leadership and Academic Curriculum (English Education Emphasis), 2017.

Title: *Dissertation- Learning from student perceptions: A dialogical approach to culturally relevant pedagogy.*

M.A. University of Central Oklahoma, Contemporary Literature, 2005.

B.A. University of Central Oklahoma, English, 2002.

## **Professional Certifications & Licensures**

Certificate in Effective College Instruction, ACUE-15018478, 2018

Credentialed Master Instructional Designer- Association for Talent Development, 2016

Secondary Teaching Certificate- Oklahoma State Department of Education, 2006

## **Academic Employment**

Assistant Director of Academic Assessment and Accreditation, Texas Woman's University, (2021-Present). Assist with university and institutional assessment plans, continuous improvement, measurement of student learning outcomes, training materials, core curriculum inter-rater reliability and evaluation sessions.

Assistant Professor of Curriculum and Instruction, Texas Woman's University (2018 - Present). Teaching undergraduate and graduate courses for the Curriculum and Instruction program housed in the Department of Teacher Education.

Assistant Professor of English Education, University of Central Missouri (2016 - 2018). Taught courses related to English Education and literature. In addition, supervised student teaching interns and advised preservice teachers.

Graduate Research Assistant, University of Oklahoma (2016). Assisted in the research process focusing primarily on transformative learning. Also, assisted with program evaluations through survey development using the Qualtrics system and developing community outreach programming.

Instructor of Record, College of Education, University of Oklahoma (2015). Taught split-level undergraduate and graduate courses related to English Education.

Instructor of Record, College of Liberal Arts, University of Central Oklahoma (2004 - 2005). Taught undergraduate courses for the College of Liberal Arts. Courses taught: English Composition

## **Non-Academic Employment**

Curriculum Developer, K20 Center for Educational and Community Renewal (2015 - 2016), Norman, Oklahoma.

Wrote interdisciplinary curriculum based upon Authentic Teaching-Learning Practices and the 5E framework supported by the National Science Foundation. Published curriculum through LEARN, a collaborative online platform. Developed workshops for program that collaborates with a federal GEAR UP grant and Oklahoma City Public Schools.

Grant Phase Coordinator, K20 Center for Educational and Community Renewal (2014 - 2015), Norman, Oklahoma.

Supported whole-school learning by working with teachers, parents, and community leaders within the Oklahoma City Public Schools district. Provided professional development for teachers at underserved, urban high schools within the district and encouraged teacher discourse and growth. Assisted in the development of research based school action plans with stakeholders. Maintained site budgets and facilitated technology funded through a federal GEAR UP grant.

Secondary Content Specialist, K20 Center for Educational and Community Renewal (2013 - 2014), Norman, Oklahoma.

Worked collaboratively with an inter-disciplinary team of content specialist to create professional development and curriculum for alternative education teachers and administrators. Professional development and curriculum was delivered to urban, suburban, and rural school districts. Position was funded by a state education grant and ended after funding concluded.

Secondary English Teacher, Bishop McGuinness High School (2011 - 2013), Oklahoma City, Oklahoma.

Taught 11th and 10th grade English courses. Assisted with Student Council leadership and a member of the school's technology committee.

Secondary English Teacher, Moore Public Schools (2005 - 2011), Moore, Oklahoma.

Taught 9th and 8th grade English. Sponsored Debate/Speech Club, Writing Club and annual Regional Multicultural Institute. Participated in curriculum adoption committee and new teacher support committee.

## **Consulting Experience**

2021: Branch Alliance for Educator Diversity, Content Expert Consultant. Develop English Language Arts content for online learning module that assisted with professional development of faculty working within minority serving institutions throughout the United States.

2019: Branch Alliance for Educator Diversity, Culturally, Linguistically Sustaining Pedagogies Braintrust. Assisted braintrust with mapping the knowledge in the field around mindsets, practices, and implications for educator preparation and assist in advancing educational practices that remove barriers to learning and maintain rigor while leveraging the cultural and linguistic capital of all students.

2015: Oklahoma City Public Schools, Curriculum Alignment- English Language Arts. Supported OKCPS teachers during vertical alignment meetings for high school ELA curriculum.

2014: Trio Department, University of Oklahoma, Teacher and Student Engagement Consultant. Provided training for the Trio Department's Upward Bound Program that works with urban, underserved high school students for 6 weeks during the summer.

## TEACHING

### **Current Courses at Texas Woman's University**

Masters:

EDUC5173 Diversity in the Classroom

EDUC5123 Learning Theory, Development, and Research EC-12

Bachelors:

EDUC 2003 Schools and Society

EDUC2703 Gender and Education

ENG 4483 Methods of Teaching English

### **Courses Taught at Previous Universities**

University of Central Missouri:

ENGL 2205 American Literature after 1865

ENGL 4840 Composition and Evaluation

ENGL 4972 Content Literacy in Secondary ELA

ENGL 4973 Classroom Management in Secondary ELA

ENGL 4974 Assessment in Secondary ELA

University of Oklahoma:

EDEN 4923/5940 Teaching Literature to Secondary Students Composition

University of Central Oklahoma:

ENG 1113 English Composition I

### **Development of New Courses**

2017 - *ENGL 4972, Content Literacy for Secondary ELA*. Developed this course at the University of Central Missouri to meet mandates established by the Missouri Department of Elementary and Secondary Education (DESE). Courses met state mandates while also supporting student learning for those pursuing certification in secondary education.

2017 - *ENGL 4973, Classroom Management in Secondary ELA*. Developed this course at the University of Central Missouri to meet mandates established by the Missouri Department of Elementary and Secondary Education (DESE). Courses met state mandates while also supporting student learning for those pursuing certification in secondary education.

2017 - *ENGL 4974, Assessment in Secondary ELA*. Developed this course at the University of Central Missouri to meet mandates established by the Missouri Department of Elementary and Secondary Education (DESE). Courses met state mandates while also supporting student learning for those pursuing certification in secondary education.

### **Redesign of Existing Course**

2020 - *ENG 4483: Methods of Teaching English*. The Department of English, Speech and Foreign Languages requested that I revise and teach ENG 4483 beginning Fall 2019. I rewrote the curriculum to blend practice with theory, applied experiential learning opportunities, and embedded culturally responsive teaching practices. In addition, I assisted with the revision of the catalog description and course SLOs based on NCTE standards.

2019 - *EDUC 5173, Diversity in the Classroom*. Revised Student Learning Outcomes (SLOs) to better meet the program SLOs and redesign course to ensure all learning assessments connected with the course SLOs. Researched and located a new textbook that is relevant to the new SLOs while also meeting affordability and accessibility needs of students. Added experiential learning component and developed community partnership for the course through Communities in Schools North Texas.

2019 - *EDUC/WS 2703, Gender and Education*. Redesigned course around Problem-Based Learning. Students work through the PBL stages developed by the Buck Institute for Education. Researched and identified open access resources to support affordability for student and relevancy of content. Adjusted course discussions to include a web 2.0 tool called Flipgrid in order to support digital learning and a sense of community.

### **Doctoral Dissertation Student Committee - Member**

2020 - *Bridging the Gap Between College and Post-Graduation: A Multi-Case Study of Employability Skills and Culturally Relevant Pedagogy in Three Dance Departments in Higher Education*. Kim Gadlin (Dance), Apr 20, 2020

2019 - *Multimodal Literacy and Learning for African American Students*. Phylcia Anderson (Literacy and Learning), Dec 19, 2019

### **Experiential Student Scholar Faculty Mentor (QEP)**

2020 - *Meeting the needs of most vulnerable populations in the K-12 classroom during the Coronavirus crisis*. 1 student. Christopher Kyle, Sep 24, 2020

### **Innovations in Course Content / Presentation**

2020 - *Midterm Student Culturally Responsive Perceptions*. Created and facilitated a survey based upon culturally responsive teaching research framework. Student feedback used to make adjustments to course in order to meet student needs.

### **Master's Professional Student Paper - Committee**

2020 - *Developing Dance Curriculum with a Community Perspective*. Emily Schafer (Dance Ed), Mar 03, 2020

### **Master's Thesis Student Committee - Member**

2020 - *A Comparative Study of the Teaching of Critical Literacy Skills in North Texas Middle School and High School Classrooms*. Alexis Kopp (English Ed), Jan 05, 2020

### **Student Collaboration - Co-Author**

2020 - *Teaching for Inclusivity: Utilizing a Culturally Relevant Research Framework to Understand the Needs of K-12 Diverse Learners*. Ayla Cunningham (Teacher Education). \*Research presentation for the Student Creative Arts and Research Symposium

### **Student Mentorship**

2020 - *Latinx Juntos Mentoring*. Nadya Galvez

2020 - *Latinx Juntos Mentoring*. Sully Garcia

2019 - *Culturally Responsive Teaching Professional Development*. Ayla Cunningham (Teacher Education), Sep 30, 2019 - Nov 29, 2019 (Fall). Assisted in the development of a professional development training that utilized the culturally responsive teaching elements we were learning in EDUC 5173: Diversity in the Classroom. At the end of the Fall 2019 semester, Ayla presented our co-created professional development to teachers at Glen Oaks Elementary in McKinney, Texas.

### **Delivery of Professional Education**

2019 - Supporting Inquiry-Based Learning through Question Authoring. Texas Woman's University, Dual-Credit Instructor Workshop. Designed and facilitated workshop session for secondary public school teachers who work in partnership with TWU to teach dual-credit English courses. Session focused on the instructional strategy of question authoring to guide students into inquiry based learning in English courses.

2018 - Supporting College Readiness with Project Based Learning (PBL). University of Central Missouri, Dual-Credit Instructor Workshop. Designed and facilitated workshop session for in-service teachers on using PBLs to support college readiness in regards to literature and composition in dual-credit courses.

2017 - Digital Tools to Support Critical Literacy. University of Central Missouri, Dual-Credit Instructor Workshop. Designed and facilitated workshop session for in-service teachers who are certified to teach dual-credit classes where high school student take college credit course. Workshop focused on utilizing web 2.0 tools to develop critical literacy skills.

2015 - Using Student Perception Survey Data to Guide Instruction. Oklahoma City Public Schools. Designed and facilitated an interactive workshop session for in-service teachers focused on using perception data from students to guide teacher instruction and build stronger teacher-student relationships. The session also supported the use of perception data through digital resources.

2015 - Embedding Literacy in All Content Areas. Oklahoma City Public Schools, Whole District Curriculum Day. Designed and facilitated a collaborative workshop session for in-service teachers based on modeling. The session focused on supporting literacy practices in the four main content areas: math, science, social studies, and English.

2014 - Rubrics for Assessing Authentic Learning Tasks. Oklahoma City Public Schools. Designed and implemented workshop that allowed participants to interactively explore components of authentic learning and apply those components towards collaborative building of rubrics for both formative and summative assessment.

2014 - Looking at the Big Picture: Data gathering, Intersecting, and Understanding. Oklahoma City Public Schools. Collaborated on design and implemented workshop that focused on merging the following types of data to gain a bigger picture view of issues: demographic data, student learning data, perception data, and process data.

### SCHOLARSHIP/CREATIVE ACHIEVEMENTS

#### **Chapters, Cases, Readings, Supplements**

##### **Chapters**

Hurlbut, A., McMahan, S., Myers, A., Dunlap, K., & Fredrickson, R. (2020). From start to finish: A programmatic approach to digital literacy in teacher education. In Sagini Kenngwe & Grace Onchwari (Eds.), *Handbook of research on literacy and digital technology integration in teacher education*. (pp. 1-28). Hershey, PA: IGI Global.

Myers, A. (2016). Opening the box: Developing critical reflection to empower and motivate students.. In J. Buley, D. Buley, and R. Collister (Eds.), *The art of noticing deeply: Commentaries on teaching, learning and mindfulness*. (pp. 175-186). United Kingdom: Cambridge Scholars.

#### **Published Articles in Journals**

##### **Refereed**

Myers, A., & Figueroa, J. (2020). The Time Is Now: Modeling the Tenets of Critical Pedagogy for Our Future Teachers at Hispanic Serving Institutions. *Education, Language, and Sociology Research*, 1 (2), 1-12, doi: <https://doi.org/10.22158/elsr.v1n2p1>.

Myers, A., & Hightower, J. (2019). Bringing together a harmony of voices: Using the Inside-Out strategy as a culturally responsive approach to intertwine knowledge from self, peer, and text. *English in Texas*, 49 (1), 19-23.

Myers, A. (2019). Confronting mandated curriculum: Being a transgressive teacher and meeting the needs of our urban learners. *Perspectives on Urban Education Journal*, 16 (1).

Myers, A. (2018). Developing critical consumers of knowledge: Merging critical literacy and digital tools. *Texas Teacher Education FORUM*, 8, 2-9.

Myers, A. (2017). Layers of cultural responsiveness: Community, collaboration, and literacy. *Voices from the Middle*, 24 (4), 43-46.

Myers, A. (2016). Building bridges to the world: Utilizing service learning during the senior year to develop participatory citizenship. *American Secondary Education*, 44 (3), 4-12.

## Conference Presentations

### Workshop

Anderson, P. & Myers, A. (2020). *Five Guiding Principles of Culturally Relevant Pedagogy*. Invited presentation at New Teacher Development Workshop, TWU COPE, Denton, Texas. [Status: Presented] [Non-Refereed]

Myers, A. (2020). *Leading Diverse Groups*. Invited presentation at COPE Emerging Leaders Bootcamp, Denton, Texas. [Status: Presented] [Non-Refereed]

Myers, A. (2019). *Squad Goals: Developing a Sense of Belonging for Yourself and Others*. TWU Student Leadership Conference for Student Organizations Council, Denton, Texas. [Status: Presented] [Refereed]

Myers, A. & Stewart, M. (2019). *Digital Spaces for Social Justice Voices: Using a Critical Literacy Framework with Students to Support Writing for Our World*. Rose F. Spicola Forum in Reading, Denton, Texas. [Status: Presented] [Non-Refereed]

Myers, A. (2019). *Leading Diverse Groups*. Invited presentation at COPE Emerging Leaders Bootcamp, Denton, Texas. [Status: Presented] [Non-Refereed]

Myers, A. (2018). *Classroom strategies for actualizing a culturally relevant pedagogy*. President's Commission for Inclusivity- University of Central Missouri, Warrensburg, Missouri. [Status: Presented] [Refereed]

Myers, A. (2017). *Utilizing backwards design for curriculum development*. Invited presentation at New Faculty Training, Warrensburg, Missouri. [Status: Presented] [Non-Refereed]

Myers, A. & Jeter, G. (2016). *Advocating for Authenticity: Instructional strategies based on an authentic framework to promote critical literacy*. National Council of Teachers of English, Atlanta, Georgia. [Status: Presented] [Refereed]

Myers, A. (2014). *Shifting gears: Teaching tools for making the shift to Oklahoma Academic Standards*. Oklahoma Council of Teachers of English, Oklahoma City, Oklahoma. [Status: Presented] [Refereed]

Myers, A. (2014). *Tool time: Building literacy into your content area*. Vision 20/20: State Department of Oklahoma Annual Conference, Oklahoma City, Oklahoma. [Status: Presented] [Refereed]

Myers, A. & Hightower, J. (2013). *Blended learning: Merging three aspects for student success*. Oklahoma Association of Secondary School Principals, Oklahoma City, Oklahoma. [Status: Presented] [Refereed]

### **Paper (independent)**

Myers, A. (2020). *Confronting and Advocating: Using Problem-Based Learning as a Culturally Responsive Approach to Address Gender Inequity*. National Association of Multicultural Education, Birmingham, Alabama. [Status: Presented] [Refereed] \*Presented online due to COVID19

Myers, A. (2019). *Students as Agents of Change: Decolonizing Teacher Learning in an Urban Education Setting through Culturally Responsive Practices*. Curriculum and Pedagogy Annual Conference, McAllen, Texas. [Status: Presented] [Refereed]

Myers, A. & Figueroa, J. (2019). *Disrupting Hierarchies of Power in Teacher Education with Emergent Technologies and Web 2.0 Tools*. Curriculum and Pedagogy Annual Conference, McAllen, Texas. [Status: Presented] [Refereed]

Myers, A. (2019). *Minding the Gaps: A Comparative Analysis of Stakeholder Voices Through Two TEA Evaluations*. Consortium of State Organizations for Texas Teacher Education (CSOTTE), Frisco, Texas. [Status: Accepted] [Refereed]

Myers, A. (2019). *Students as Researchers: Supporting Student Empirical Research Through a Community-Based Understanding of Diversity*. Consortium of State Organizations for Texas Teacher Education (CSOTTE), Frisco, Texas. [Status: Accepted] [Refereed]

Myers, A. (2018). *Learning from each other: Partnering with urban secondary students to develop a culturally relevant pedagogy*. International Conference on Urban Education, Nassau, Bahamas. [Status: Presented] [Refereed]

Myers, A. (2017). *Chorus of voices: Utilizing critical literacy practices to merge literary voice, social voice, and student voice*. National Council of Teachers of English, St. Louis, Missouri. [Status: Presented] [Refereed]

Myers, A. (2015). *Opening the box: Making room for critically conscious citizens*. International Federation of Teachers of English/Conference on English Education, Bronx, New York. [Status: Presented] [Refereed]

Williams, L. & Myers, A. (2015). *Carousel of initiatives: Where does GEAR UP fit in?* National Council for Community and Education Partnerships, San Francisco, California. [Status: Presented] [Refereed]

Myers, A. (2014). *Finding power in the language of self*. Assembly for Expanding Perspectives on Learning, Sudbury, Canada. [Status: Presented] [Refereed]

Myers, A. (2014). *Multicultural empowerment and engagement through community, collaboration, and literacy*. Trio Strong Conference: Oklahoma Divisions of Student Assistance, Oklahoma City, Oklahoma. [Status: Presented] [Refereed]



### **Paper (part of symposium)**

Myers, A., Stewart, M., & Genova, H. (2020). *Research Foundation Research Grant Presentation*. National Council of Teachers of English, Denver, Colorado. [Status: Accepted] [Refereed] \*Canceled due to COVID 19

Myers, A. (2018, November). *Teaching the whole teacher: Supporting preservice teachers to find their voices*. National Council of Teachers of English, Houston, Texas. [Status: Presented] [Refereed]

Myers, A. (2016). *Critical literacy for advocacy*. Invited presentation at National Council of Teachers of English, Atlanta, Georgia. [Status: Presented] [Non-Refereed]

Myers, A. (2014). *Circles of self: Engaging students through self-reflection and the power of language*. National Council of Teachers of English, Washington D.C., District of Columbia. [Status: Presented] [Refereed]

### **Podium**

Myers, A. (2019). *Empowering Students as Digital Creators and Collaborators in a Fully Online Space*. TWU Teaching and Learning Symposium, Texas Woman's University, Denton, Texas. [Status: Presented] [Refereed]

Myers, A. (2015). *Leading a micro-revolution: A culturally relevant approach*. Oklahoma Association of Colleges for Teacher Education, Edmond, Oklahoma. [Status: Presented] [Refereed]

### **Poster**

Hurlbut, A., McMahan, S., Myers, A., Dunlap, K., & Fredrickson, B. (2020). *Start to Finish: A Programmatic Approach to Digital Literacy for Preservice Teachers*. International Society for Technology in Education (ISTE), Anaheim, California. [Status: Accepted] [Refereed] \*Presented online due to COVID19

Myers, A. (2020). *From Abstractions to Actions: Supporting Teacher Effectiveness Through the Culturally Relevant Student Perspective Survey*. American Educational Research Association (AERA), San Francisco, California. [Status: Presented] [Refereed] \*Canceled due to COVID 19

Myers, A. (2018, November). *It starts with me: Empowering students as agents of change through culturally responsive feedback*. National Council of Teachers of English, Houston, Texas. [Status: Presented] [Refereed]

Myers, A. & Jeter, G. (2016). *Authentically sustainable LEARNing for urban schools: The Lesson and Engaging Activities Repository Network*. International Conference on Urban Education, San Juan, Puerto Rico. [Status: Presented] [Refereed]

### **Round Table**

Myers, A. & Hightower, J. (2019). *Inside-Out: A strategy for culturally responsive approaches*. Texas Council of Teachers of English Language Arts, San Antonio, Texas. [Status: Presented] [Refereed]

Jeter, G. & Myers, A. (2018). *Authentic teaching and instructional strategies for inclusive learning spaces in urban schools*. International Conference on Urban Education, Nassau, Bahamas. [Status: Presented] [Refereed]

Myers, A. (2016). *Making the journal vibrant*. Invited presentation at National Council of Teachers of English, Atlanta, Georgia. [Status: Presented] [Non-Refereed]

### **Scholarly Works in Progress**

Myers, A. (2021). "Visual *Testimonio* through Social Justice Inquiry with Refugee and Immigrant Students," submitted to Journal of Adolescent and Adult Literacy.

Myers, A. (2021). "Themes of Resistance: Teaching Ralph Ellison to Secondary English Language Arts Students Using a Culturally Responsive Framework" submitted to MLA Anthology for Approaches to Ralph Ellison.

### **External Grants & Gifts**

#### **Funded**

2020: Anderson, G., Bush, B., Morgan, I., Myers, A., & Armstrong, J. TEA-GYO-Pathway 3 (\$176,000), Collaborator, Texas Education Agency.

2019: Stewart, M. & Myers, A., NCTE Research Foundation (\$5,000.00), Co-Principal Investigator, National Council of Teachers of English (NCTE).

### **Internal Grants & Gifts**

#### **Funded**

2020: Myers, A. Research Travel Grant, Grantee, Office of Research and Sponsored Programs. Funding gained to present at AERA in San Francisco, CA.

2020: Myers, A. Chancellor's Research Fellows (\$5,000.00), Principal Investigator, Office of Research and Sponsored Programs.

2020: Kyle, C. & Myers, A., Experiential Student Scholars (\$350.00), Co-Principal Investigator, Pioneer Center. Meeting the needs of most vulnerable populations in the K-12 classroom during the Coronavirus crisis.

2019: Myers, A. Chancellor's Research Fellows (\$5,000.00), Principal Investigator, Office of Research and Sponsored Programs.

## **Honors/Awards**

- 2019: Chancellor's Research Fellows, Texas Woman's University.
- 2018: Academic Assessment Faculty Fellows, Texas Woman's University.
- 2018: Faculty Member of Distinction, English and Philosophy Department, University of Central Missouri.
- 2017: ACUE Faculty Fellows Program, Association of College and University Educators.
- 2016: Bellweather Society Scholarship, University of Oklahoma.
- 2015: Innovative Educators Society Fellowship, University of Oklahoma.
- 2015: Frances Ranson Dunham Scholarship, University of Oklahoma.
- 2015: Provost Certificate of Distinction in Teaching, University of Oklahoma.
- 2014: Frances Ranson Dunham Scholarship, University of Oklahoma.
- 2009: Teacher of the Year, District Top Five, Moore Public Schools.
- 2008: Teacher of the Year, Highland East Junior High.

## PROFESSIONAL SERVICE

### **Service Activities for the Component, College, University**

#### **Texas Woman's University**

##### **Department Assignments**

##### **Facilitator:**

2019-2020: TExES Exam Prep Workshop: Collaborated with English, Speech and Foreign Languages Department to prepare and facilitate teacher certification exam prep workshops for students seeking their 7-12 ELAR certification.

##### **Faculty Advisor:**

- 2020-2021: Kelley Moore, M.Ed.
- 2020-2021: Shaterica Andrews, M.Ed.
- 2019-2020 – 2020-2021: Chris Malone, M.Ed.
- 2019-2020 – 2020-2021: Shalon Pierce, M.Ed.
- 2019-2020 – 2020-2021: Michelle Papa, M.Ed.
- 2019-2020 – 2020-2021: Elizabeth Puga, M.Ed.

**Faculty Sponsor:**

2018-2019: Association of Texas Professional Educators- Student Affiliate: Co-sponsor for student affiliate

**Guest Lecturer/Invited Speaker:**

2020-2021: READ 6593- Advanced Reading Research

2018-2019: Guest Lecturer: EDBE 3003- Linguistics in ESL

**Member:**

2019-2020: Dance Department Search Committee

2018-2019: New Teacher Academy Committee

2018-2019: Teacher Education Search Committee

**Other Institutional Service Activities:**

2020-2021: Recruitment Event: Digital Campus Visit, Future Teachers Denton ISD: Due to COVID19, the Denton ISD Future Teacher Academy Students were not able to visit the TWU campus for their spring visit. In collaboration with the ATC teacher, Leah Zavala, I developed a digital visit for the students using two digital tools: Panapto and ZOOM.

2019-2020: Recruitment Event: Denton High School, Denton ISD: Full day of recruitment with high school students at Denton High who are enrolled in the Principles of Education and Training Course with Mrs. Kristen Clark.

2019-2020: Recruitment Event: Future Teachers Denton ISD: Organized and facilitated the fall semester visit from the Denton ISD Future Teachers Academy. Approximately 30 high school students visited our department. I arranged for them to have a Q&A panel with current TWU students, visit the Future Teaching Lab, and the TeachLive Lab.

2019-2020: Recruitment Event: Pioneer Preview Day, Spring

2019-2020: Recruitment Event: Pioneer Preview Day, Fall

2019-2020: Recruitment Event: Future Teachers Denton ISD

2018-2019: Recruitment Event: Tarrant County College

2018-2019: Recruitment Event: Career Day, Ginnings Elementary, Denton ISD

2018-2019: Recruitment Event- Northwest ISD Visit: Assisted with recruitment and informational event on Feb. 18, 2019. Event consisted of meeting with high school teachers from Northwest ISD who work within the Career and Technical Education Department. Event was a bridge for teachers to hear how their students would be supported as future teachers at TWU and to gain information about college readiness for their students.

2018-2019: Recruitment Event- Pioneer Preview Day: Assisted with recruitment event sponsored by the university on Feb. 2, 2019. Co-presented three sessions to approximately 80 high school students and their parents. Students attending were interested in enrolling in programs within the Department of Teacher Education.

2018-2019: Recruitment Event- Future Teachers Denton ISD: Assisted with recruitment event focusing on potential future teachers. Supervised and guided students to explore COPE's Teach Live Lab and the Future Classroom Lab. Event took place on Oct. 19, 2018.

**Representative/Liaison:**

2018-2019 – 2020-2021: Torchbearer-State Employee Charitable Campaign

2019-2020: Community Partnership with Communities in Schools North Texas

2019-2020: Future Teacher Academy, Denton ISD

**College Assignments**

**Coordinator:**

2019-2020 – 2020-2021: COPE Clothing Closet

**Facilitator:**

2019-2020: Grow Your Own Grant Recruiter: The Grow Your Own (GYO) grant requires recruitment of Teacher Education students. Due to COVID19, students could not be recruited in person. I facilitated digital recruitment by creating a recruitment video and infographic and communicated with college instructors to distribute recruitment materials.

**Faculty Sponsor:**

2020-2021: Association of Texas Professional Educators-Student Affiliate: ATPE is open to students in all fields of education. Our student org serves as a vehicle for providing information and support to students throughout their teacher education program. Through monthly meetings members have opportunities to receive updates on current issues, hear speakers on various topics, develop leadership skills, plan and implement fund raisers and charitable events, contribute to the community and local schools, and attend state ATPE conventions. Additionally ATPE engages in various community partnerships.

**Guest Lecturer/Invited Speaker:**

2018-2019: Guest Lecturer: READ 5903- Teaching Second Language Literacy Across Content Areas

**Internal Reviewer:**

2020-2021: Grow Your Own Applicant Reviewer

**Other Institutional Service Activities:**

2019-2020: Recruitment Event: Denton ISD: Full day meeting with students who were taking Principles of Education courses and involved with Teach Denton. Met at Denton High School and was sponsored by Kristen Clark.

**Representative/Liaison:**

2020-2021: Equity, Inclusion, Social Justice, and Diversity (EISJD) Task Force: The EISJD task force was charged with surveying diversity and inclusion efforts existing in COPE, surveying the climate and culture, examining the recruitment and retention practices for faculty, staff, and students, along with providing direction that guided the development of a permanent committee to address EISJD within COPE.

**Chair:**

2020-2021: Diversity, Equity, Inclusion, and Justice (DEIJ) Committee

**Member:**

2020-2021: Sub-Committee of Council of Educator Preparation: Field Experience Committee

2019-2020 – 2020-2021: Council of Educator Preparation

2019-2020: Sub-Committee of Council of Educator Preparation: Academic Progress

2018-2019 – 2019-2020: Council of Educator Preparation

**University Assignments****Committee Chair:**

2020-2021: Volunteer and Outreach Committee- Unidxs Latinx Faculty and Staff Affinity Group: Established the Latinx Juntos Mentorship Program for TWU students

**Committee Member:**

2019-2020 – 2020-2021: Undergraduate Council

2019-2020 – 2020-2021: Sub-Committee of Undergrad Council: Academic Policy and Advisory

2018-2019: Exploratory Committee for Wellbeing Curriculum

2018-2019: Planning Committee for Student Creative Arts and Research Symposium

**Facilitator:**

2020-2021: Latinx Juntos Mentorship Program: Founded and facilitated the Latinx Juntos Mentorship Program in collaboration with the Unidxs-Latinx Affinity Group's Volunteer and Outreach subcommittee.

**Founding Member:**

2020-2021: Unidxs-Latinx Faculty and Staff Affinity Group

**Guest Lecturer/Invited Speaker:**

2020-2021: Provost's Faculty Development Panel- Culturally Responsive Teaching: Five Faculty Share Their Experiences

2020-2021: Conversations on Imposter Syndrome: Hosted by Scholars Program

2019-2020: Student Organization- Women of Gold

2019-2020: First Generation Imposter Syndrome: Invited panel speaker for the Office of Diversity and Inclusion along with the Office of Student Enrichment, Health, and Support.

2018-2019: Single Mothers in College: Invited as a Cultural Talk for the Office of Diversity

**Internal Reviewer:**

2020-2021: Terry Scholarship Review Committee

2018-2019: Core Assessment Academy

**Mentoring Activities:**

2018-2019: Full Graduate Faculty Member: Gained Fall 2018

**Volunteer:**

2018-2019: TWU Graduation Student Marshall: December 15, 2018

**State-wide Assignments****Representative/Liaison:**

2018-2019: Principal for a Day: Martha Turner Reilly Elementary, Dallas ISD, Fall 2018.

Partnership between Dallas Chamber of Commerce and Dallas Independent School District. Went as a representative for Texas Woman's University and the Teacher Education Department.

**University of Central Missouri****Department Assignments****Faculty Advisor:**

2017-2018: Missouri Content Assessment Advisory Board

**Member:**

2017-2018: TESL Personnel Sub-Committee

2017-2018: Personnel Committee

2017-2018: Curriculum Committee- English and Philosophy

2016-2017 – 2017-2018: English Education Committee

### **College Assignments**

#### **Faculty Advisor:**

2017-2018: Honor's College Project- Melissa Najarro: Project title- Inclusive literacy teaching practices for underserved students.

#### **Member:**

2017-2018: Huffman Bell Scholarship Committee

2016-2017 – 2017-2018: K-12 Committee

### **University Assignments**

#### **Committee Member:**

2017-2018: Teacher Education Council

## **University of Oklahoma**

### **College Assignments**

#### **Facilitator:**

2014-2015 – 2015-2016: Diverse Student Leadership Session: Organized and facilitated 3 hour session for urban high school students to attend the university's Celebrate Diversity Symposium. Planned transportation, refreshments, and student supervision. Developed agenda, created collaborative activities and booked panel speakers.

#### **Member:**

2014-2015 – 2015-2016: Diversity Committee

### **University Assignments**

#### **Coordinator:**

2016-2017: Writing Center, Oklahoma City Student Campus Visits: Organized and facilitated a campus visit for approximately 120 students from an urban Oklahoma City high school. Planned transportation and refreshment. Developed agenda and activities. Booked university professors, students, and organizations from diverse backgrounds to meet with high school students.



## **Service to the Profession**

### **Board Member: Advisory Board**

2019: Denton ISD Advanced Career and Technology. Board Member, Career and Technical Education Advisory Committee, Denton ISD.

### **Board of Directors: Substantial Involvement**

2013 – 2016: Oklahoma Council of Teachers of English.

### **Chair: Conference / Track / Program**

2015: Oklahoma Council of Teachers of English- Fall Conference.

### **Editor: Pedagogical PRJ**

2016: Oklahoma English Journal. Co-editor with Julia Lopez-Kershen.

### **Keynote Address**

2020: Urban Teacher Prep Academy, Oklahoma City, Oklahoma. Cultural Responsiveness in Teaching To and Through Our Students. Keynote Speaker for the Urban Teacher Prep Academy, a partnership between universities and Oklahoma City Public Schools.

2018: Dual Credit Regional Conference. Myers, A. (2018). Meeting students where they are: Cultural responsiveness through personal, professional, and practical experiences. Keynote Speaker for Dual-Credit Regional Conference, University of Central Missouri. Lee Summit, Missouri.

2015: District English Language Arts Conference-Moore Public Schools. Myers, A. (2015). Layers of literacy. Keynote Speaker for the English Language Arts Conference for Moore Public Schools. Moore, Oklahoma.

### **Reviewer: Article / Manuscript**

2020: Consortium of State Organizations for Texas Teacher Education (CSOTTE).

2019 – 2020: Urban Education.

2019 – 2020: Action in Teacher Education.

2016 – 2018: Voices from the Middle.

2017: English Teaching: Practice and Critique.

2015 – 2017: English Education.

### **Reviewer: Award/Honor**

2014: Young Writers' Contest- Oklahoma Council of Teachers of English.

**Reviewer: Conference Paper**

2015: Mosaic: Social Justice Forum, Norman, Oklahoma.

**Reviewer: External Program**

2021: Texas Education Agency and Pearson.

Texas Educator Certification Examination Program Reviewer- TEA, Jan 2020, TExES ELAR 7-12 (331) exam

**Reviewer: Grant Proposal Related to Expertise**

2015: Oklahoma Educational Technology Trust.

**Volunteer of Professional Service**

2017: Greater Kansas City Writing Project.

**Service to the Community****Member of a Committee**

2018 – 2021: Title I Campus Leadership Team: Cross Oaks Elementary, Denton ISD, Invited by the head principal, Matt Preston, to be a member of a committee that explore needs for the Title IX designation (high-poverty schools). Team responsibilities included: reviewing the school's comprehensive needs assessment, student performance and demographic data, and development of stakeholder participation through community and parent surveys.

**Other Community Service Activities**

2020: Lewisville ISD-Dallas Holocaust and Human Rights Museum, Wrote grant application to support ticket admission fees for approximately 50 refugee and immigrant students to visit the Dallas Holocaust and Human Rights Museum. Grant was awarded. \*Visit was canceled due to COVID19.

2016: Podcast- ELAOK, Oklahoma State Department of Education, Myers, A. (2016, July 12). *Teachers Podcast on Your Plan. Episode 37 with Aimee Myers.*

**Speech / Presentation at a Community Meeting**

2019, 2020: Invited Speaker, ROX Program, Denton ISD, This was my second invited talk with ROX. Ruling Our Experiences (ROX) is a district program in Denton ISD. This program is meant to support female adolescent students in finding support, achieving goals, and confronting obstacles.

## **Professional Memberships**

International Society for Technology in Education, 2019-Present  
Association of Texas Professional Educators, 2018-Present  
National Association of Multicultural Education, 2013-Present  
Conference on English Education, 2013-2017  
Oklahoma Council of Teachers of English, 2013-2017  
Association for Supervision and Curriculum Development, 2012-2015  
National Council of Teachers of English, 2011-2018  
Modern Language Association, 2004-2008

## PROFESSIONAL DEVELOPMENT

### **Professional Development**

#### **Instructional-Related Conference**

2020: Summer Institute on Antiracist Pedagogy, Practice, and Policy: Uplifting Women and Girls of Color. Sponsored by American University.

#### **Other Professional Development**

2020: Google 1 Educator Certification Training. In the process of obtaining Google Certification

2019: Texas Council of Teachers of English Language Arts.

2018: President's Commission for Inclusivity- University of Central Missouri.

#### **Professional Seminars / Workshops**

2018: Authentic Assessment Collective, Center for Faculty Excellence, Texas Woman's University.

### **Miscellaneous**

2020 - Development of Teacher Education Recruiting Flyer- Spanish and English