

Katie Van Sluys

EDUCATION

2003: Indiana University, Bloomington: Doctor of Philosophy

2001: Indiana University, Bloomington. Master of Science in Education.

1994 – 1997: University of St. Thomas & Hamline University, St. Paul, Minnesota. Graduate course work

1994: Gustavus Adolphus College, St. Peter, Minnesota. Bachelor of Arts in Elementary Education & Spanish

1992: Fundación Ortega y Gasset. Toledo, Spain.

PROFESSIONAL EXPERIENCE

2003- Present: Assistant Professor of Literacy, Department of Teacher Education: DePaul University, Chicago.

- Researching issues concerned with critical literacies, multilingual children, teacher education models, and professional development structures
- Collaborating with research teams across institutions including on-going research, analysis, project development, funding searches, and writing
- Teaching graduate and undergraduate literacy courses including field-based collaboratives
- Working as formal faculty liaison with Prescott Elementary (CPS PDS site)
- Engaging in self-initiated collaborative with Waters Elementary (CPS)
- Serving within department NCATE review process as well as committee work addressing field experiences and student performance

2007-Present: NCTE Consultant: Co-Developer of On-line Professional Development focused on New English Language Learners.

- Collaborating with NCTE and national university based colleagues in the development and launch of a on-line professional development Pathway focused on what teachers need to know when work with new English Language Learners

2001- Present: Literacy Consultant. PDK, Bloomington, Indiana and NCTE, Urbana, Illinois.

- Supporting practicing teachers through workshops related to literacy, assessment, and meeting needs of all learners

2001- Present: Writing Consultant. Bloomington, Indiana; Indianapolis, Chicago.

- Supporting practicing teachers through workshops, coaching, and demonstrations as they work to create Writing Workshops in their classrooms

1999 – Present: Critical Literacies Research Team Member. Bloomington, Indiana.

- Researching issues of critical literacy in elementary classrooms as part of a Maris M. Proffitt and Mary Higgins Proffitt Endowment research grant with senior faculty
- Co-facilitating of Critical Literacy in Action teacher workshops
- Supporting teacher researchers in classroom inquiries
- Administrating grant writing, budget, and reports

1999 – 2003: Associate Instructor. Indiana University, Bloomington.

- Taught reading and language arts methods courses addressing research based theory and practice for preservice teachers
- Coordinated and supervised field experiences for preservice teachers on site at local elementary school

2001, 2002, 2003, 2004, 2005, 2006, 2007: Summer Writing Institute Consultant.

Indianapolis, Indiana.

- Built and facilitated writing section for middle level teachers for the 2007 institute. Co-facilitators included Katherine Bomer, Susan Adamson, and teacher leaders.
- Designed and facilitated an experience track for teachers of writing for 2006 institute. Co-facilitators included: Carl Anderson, Tasha Laman, and Susan Adamson.
- Created and facilitated a course on revision for experienced teachers of writing for the 2005 Summer Writing Institute for the Indiana Partnership for Young Writers. Co-facilitators included Pam Allyn, Tasha Tropp Laman, and Susan Adamson.
- Designed and facilitated a course on conferring as well as teaching of writing sections for the 2004 Institute for Teaching of Writing with the Indiana Partnership for Young Writers in conjunction with the Teachers College Writing Project. Co-facilitators included Isoke Nia, Tasha Tropp Laman, and Susan Adamson
- Facilitated the teaching of writing sections for the 2003 Institute for Teaching of Writing with the Indiana Partnership for Young Writers in conjunction with the Teachers College Writing Project. Co-facilitators included Isoke Nia, Tasha Tropp Laman, and Susan Adamson
- Facilitated the teaching of writing sections for the 2002 Institute for Teaching of Writing with the Indiana Partnership for Young Writers. Co-facilitators included Carl Anderson, Tasha Tropp Laman, Susan Adamson, and Beth Berghoff
- Facilitated teacher writing sections for the 2001 Institute for Teaching of Writing with the Indiana Partnership for Young Writers. Co-facilitators included Randy Bomer, Gaby Laden, and Tasha Tropp Laman

1999 – 2003: Teacher Study Group Facilitator. Monroe County School Corporation.

Bloomington, Indiana.

- Facilitated a teacher study group as part of an Educate Indiana and I-Read grants focusing on process writing in elementary classrooms

1999 – 2000: Reading Recovery Liaison. Indiana University and Monroe County School Corporation. Bloomington, Indiana.

- Worked with Monroe County schools as a university liaison with the district's Reading Recovery program

1997 – 1999: Optimal Match Program Coordinator/Teacher. American School Foundation of Monterrey—Monterrey, MEXICO.

- Implemented newly articulated program involving parent, staff and student communication
- Facilitated professional development workshops on a variety of topics including differentiating instruction, poetry in the classroom, and shared reading strategies

1995 – 1997: Primary Multiage Classroom Teacher, East Union Elementary, Carver, Minnesota

1994 - 1995: Bilingual Kindergarten Classroom Teacher. Early Childhood Center, Chaska, Minnesota

1994 – 1995: Fourth Grade Language Arts Teacher. East Union Elementary, Carver, Minnesota

PUBLICATIONS

Dissertation

- Van Sluys, K. (2003). *Creating critical social spaces: Living and learning in and about multiple languages, meaning systems, and social worlds.* Indiana University, Doctoral dissertation.

Books

- Van Sluys, K. (2005). *What if and why?: Literacy invitations for multilingual classrooms.* Portsmouth, NH: Heinemann.

Book Chapters

- Van Sluys, K. (in press) Beyond coursework to community: Engaging with the real world in doctoral days and faculty life. In A. Webb (Ed). *The Doctoral Degree in English.* Kennesaw State University Press.
- Van Sluys, K. (2007). Writing Respect. In M. Lewison, C. Leland, and J.C. Harste (Eds). *Creating Critical Classrooms: K-8 Reading and Writing with an Edge*, p. 25-27. Mahwah, NJ: Earlbaum.

Professional Journals

- Van Sluys, K. (under review). Engaging as Ethnographers: Insights from the Collaborative Study of a Literacy Learning Community. *Voices from the Middle.*
- Laughlin, J., Van Sluys, K., Lahurd, K. (under review). Teachers Leading Change. *Scholarly Partnerships.*
- Laman, Tasha & K. Van Sluys. (in press). Being and Becoming. *Language Arts.*
- Lahurd, K., K. Chavira & K. Van Sluys. (in press). From Visions to Actions: Using Readers Theater to Critically Engage Multilingual Readers. *Talking Points.*
- Bylunt Ermitage, J. & Van Sluys, K. (2007). Reading, learning, relaxing, and having fun: Third grade perspectives on self-selected reading. *Illinois Reading Council Journal*, 35(2), 11-21.
- Van Sluys, K. Guest Editor. (2007). Creating Professional Communities of Practice. *School Talk*, 12(2), 1-6.
- Van Sluys, K. & Smillie, H. (2007). Studying poetry: Building on students' lives and languages. *Classroom Notes Plus*, 24(3), 1-8.
- O'Connor, K. & Van Sluys, K. (2007). Adding to the professional library: Why what you read matters. *English Education*, 96(3), 92-96.
- Van Sluys, K., Lewison, M., & Flint, A. S. (2006). Researching critical literacy: A critical study of analysis of classroom discourse. *Journal of Literacy Research*, 38(2), 197-233.
- Van Sluys, K. & Laman, T. T. (2006). Learning about language: Written conversations in Multi-lingual classrooms. *Reading Teacher*, 60(3), 222-233.
- Van Sluys, K., Shapiro, E., Martin, S., and Mehlberg, L., (2006) Imagining better futures: Standing TAWL together. *Talking Points*, 17(2).

- Van Sluys, K w/Reinier, R. (2006). “Seeing the possibilities”: Learning from, with, and about multilingual classroom communities. *Language Arts*, 83(4), 321-331.
- Van Sluys, K., Laman, T. T., Legan, N. & Lewison, M. (2005). Critical literacy and preservice teachers: What it might mean to read. *Journal of Reading Education*, 31(1), 13-22.
- Van Sluys, K. (2004). Social inquirers: Engaging in critical literacy practices in a multiliteracies classroom. In 53rd *Yearbook of the National Reading Conference* (pp. 400-416). Chicago, IL: National Reading Conference.
- Van Sluys, K. (2004) The risk zone: Intersections of identity and literacy in a multiage, multilingual classroom. In R. A. Jeffrey and G. Walford (Eds). *Ethnographies of educational and cultural conflicts: Strategies and resolutions*, pp. 225-253
- Flint, A. S., Van Sluys, K., & Lewison, M. (2003). Guest Editors. Disrupting the commonplace: Elementary teachers researching critical literacy. *School Talk*
- Van Sluys, K. (2003). Writing and identity construction: A young author’s life in transition. *Language Arts*, 80(3), 176-184.
- Flint, A.S., Van Sluys, K., Lo, Y., & East, D. (2002). I never thought a first grader could teach me how to write. Examining Beliefs and Positions in Author’s Circles. 51st *Yearbook of the National Reading Conference*. Chicago, IL: National Reading Conference.
- Lewison, M., Flint, A.,S., & Van Sluys, K. (2002). Taking on critical literacy: The journey of newcomers and novices. *Language Arts* 79(5), 382-392.
- Van Sluys, K. (2001). The wanderer. [Review of the book The wanderer]. Journal of Adolescent and Adult Literacy, 43, 332-334.
- Van Sluys, K. (2000). Best for our children. [Review of the book Best for our children: Critical perspectives on literacy for Latino students]. Bilingual Research Journal , 24, 325-329.

Video Series. Indiana University. 2001

- Co-produced a series of seven videos titled *Literacy Under Construction* with Jerome C. Harste, Mitzi Lewison, and Dale Cimolai.

Web Site. Indiana University. Fall, 2000.

GRANTS

External Funding

- *Illinois Reading Council: Changing Neighborhoods, Changing Literacies*. 2006-07, \$2000
- *Chicago Community Trust LINK: Professional Development School Network*. 2004-present, annual awards averaging \$350,000
- *Maris M Proffitt Teachers Researching Critical Literacy; Indiana University*. \$20,000

University Funding

- *Becoming agents of change—DePaul School of Education Faculty Development Grant* \$5,000
- *Becoming agents of change—DePaul University Research Council Grant* \$3,000
- *Writing Center grant—DePaul University Writing Center Grant* \$1,000
- *DePaul University Vincentian Travel Grant* \$500

PRESENTATIONS

Georgia Read Write Now Conference: “Culture, Language, and Learning”

- 2007: Atlanta, GA. *What if, why, and how?: Inviting all students to become critically literate.*

IRA World Congress

- 2006: Budapest, HUNGARY. Critical Literacy in Action: Examining Models, Practices, and Understandings Across Diverse Educational Contexts.

Euro-International Systemic Workshop

- 2004: Miraflores, SPAIN. Presented Paper: Understanding Critical Language Practices in Elementary Schools using Multiple Analytic Lenses

AILA: International Association for Applied Linguistics

- 2003: Ghent, BELGIUM. Presented Paper: Why is Learning English Hard? What is Ebonics?: Social Inquirers Questioning Language and Power

Oxford University Ethnography and Education Conference Presentation

- 2002: Oxford, ENGLAND. Presented Paper: The Risk Zone: Intersections of Identity and Literacy in a Multiage, Multilingual Classroom.

Harste-Burke Retirement Conference

- 2005: Bloomington, IN. Presented Paper: From picture books to timelines: Examining textual authority in elementary classrooms with Amy Seely Flint

American Educational Research Association

- 2006: San Francisco, California. *Research Workshop: The Challenges of and Possibilities for Researching Critical Practices* with Mitzi Lewison and Amy Seely Flint

National Council of Teachers of English Conference Presentations

- 2006: Nashville, Tennessee. *Becoming Aware: Engaging Literacies and Possible Selves.* Co-presented with Tasha Tropp Laman and Louise Jennings.
- 2006: Chicago, Illinois. *Negotiating Professional Space Through Teacher Research: A Focus on Language, Identity, and Professional Practice,* Research Assembly presentation
- 2005: Pittsburg, Pennsylvania. *Seeing the possibilities: Learning in Multilingual Communities* and Monday Multilingual Workshop with Amy Seely Flint and Maria Franquiz
- 2004: Indianapolis, Indiana: *Studying Critical Literacy: Four Perspectives on Teacher Research* with Mitzi Lewison, Amy Flint and Lee Heffernan; *New Directions: Building Successful School Communities* with Templeton Elementary School Community; *Invitations to Nonfiction: Monday Workshop* with Amy Flint, Tasha Laman, Kevin Gallagher, and Nancy Reynolds
- 2003: San Francisco, California: *New questions, new directions: Collaborative professional development and teacher research in the continued journey toward critical literacies.* Co-presenting within research strand with Mitzi Lewison, Amy Seely Flint, Rise Reinier, and Lee Heffernan.
- 2002: Atlanta, Georgia. *Critical Classrooms for Critical Times.* Co-presented during a one-day workshop with Hillary Janks, Dennis Sumara, Richard Beach, Brian Street, Jerome C. Harste, Mitzi Lewison, Amy Seely Flint, Tasha Tropp Laman, Jamie Myers, Rise Paynter, Kevin Gallagher, Jane Hammel, Anne DeFelice, and Daryl Parks.

- 2001: Baltimore, Maryland. *Literacy Practices, Ideologies, and Power: Responding to and Writing Social Issues Texts*. Co-presented with research panel including: Mitzi Lewison, Lee Heffernan, Amy Seely Flint, Jane Hammel, Natalie Legan and Tasha Tropp Laman.
- 2000: Milwaukee, Wisconsin. *Critical Literacy in Elementary Classrooms: Confronting Commonplace Beliefs, Expectations, and Pedagogy* Co-presented with Amy Seely Flint, Mitzi Lewison and Lee Heffernan.

National Reading Conference Presentations.

- 2005: Miami, Florida. *Becoming Agents of Change: New Teachers Critical Literacy Inquiries*
- 2004: San Antonio, Texas. *Learning about Language: Written Conversations in Multilingual Classrooms* with Tasha Laman; *Partners in Practice: Reflective Partnerships in Literacy Instruction* with Amy Flint
- 2003: Scottsdale, Arizona. *Texts, Relationships, and Subjectivities*. Presenting paper and chairing paper session at 2003 annual conference.
- 2002: Miami, Florida. *The Risk Zone: Identities and Literacy in a Multiage, Multilingual Classroom* paper presented as part of *Literacy as Social Practice: Expanding Cultural Resources/Creating Social Identities* symposium.
- 2001: San Antonio, Texas. *Expectations, Conceptions, and Realizations: Exploring Critical Literacy with Undergraduate Teacher Education Students*. Co-presented with Natalie Legan and Tasha Tropp Laman.
- 2001: San Antonio, Texas. *I Never Thought a First Grader Could Teach Me How to Write: Examining Beliefs and Positioning within Author Circles*. Co-presented with Amy Seely Flint and Gloria Lo.
- 2001: San Antonio, Texas. *Creating Critical Spaces in Classroom Practice*. Co-presented with Amy Seely Flint and Mitzi Lewison.
- 2000: Scottsdale, Arizona. *Maybe You Could Put 'To be continued...': Examining Interactions and Engagement During Author's Circle*. Co-presented with Amy Seely Flint, Debra East, and Gloria Lo.
- 2000: Scottsdale, Arizona. *Interruptions and Transformations: Investigating Critical Literacy in Elementary Classrooms*. Co-presented with Mitzi Lewison and Amy Seely Flint.

Whole Language Umbrella Conference Presentations.

- 2007: Louisville, Kentucky: Co-presented with Jennifer Laughlin, Amy Buttle, Mariel Laureano: *Teacher Leaders: A Journey Towards Curricular Change*
- 2006: Charlotte, North Carolina: Co-presented with Elizabeth Shapiro, Hadley Smilie, Lindsay Melhberg and Amy Buttle: *Standing TAWL together and Creating Classrooms for Multilingual Writers*
- 2005: San Diego, CA: Co-presented with Elizabeth Shapiro, Shannon Galfi and Lindsay Mehlberg: *Common books, uncommon experiences: A TAWL tale*
- 2005: Bloomington, IN: Regional TAWL Conference Closing Keynote *Seeing the possibilities: Learning from, with, and about multilingual classroom communities*
- 2004: St. Louis, Missouri: Co-presented two presentations *Partners in Practice: New Visions for Teacher Education and Professional Development Schools* with Cathy Diersing and Amy Seely Flint and *Why Is Learning English Hard? Studying Language in Elementary Classrooms* with Kevin Gallagher

- 2004: Detroit, Michigan—Mid-winter conference. *Why is learning English Hard? Language study in elementary classrooms*
- 2003: St. Paul, Minnesota: Co-presented two presentations: “*Look you have to pay for it, but then it’s not free*”: *Curricular Invitations to Critically Question the World* with Rise Reinier and Kevin Gallagher and *Becoming literate: How definitions and access matter* with Michael Muise.
- 2001: Chicago, Illinois. *Beyond the Book: Exploring Social Issues Through Text Sets and Invitations* Co-presented with Rise Paynter and Tasha Tropp Laman.

International Reading Association Presentation.

- 2000: Indianapolis, Indiana. *Teaching Holistically in a Standards Based Environment.* Co-presented with Amy Seely Flint, Linda Cameron, and Julie Enyeart.

Illinois Reading Council Presentation.

- 2007: Springfield, Illinois: *Changing Neighborhoods, Changing Times, Changing Literacies: Engaging Multilingual Students in Ethnographic Study of Family Literacy Practices*

Action Research Symposium Presentations. ISD #112, Chaska, MN.

- 1995-1997: Kansas City, Kansas. Presented at National Action Research Symposium on issues of quality writing in elementary classrooms as well as addressing issues of reading instruction in multiage elementary classrooms

SERVICE

National & International

WLU President, 2007. Executive Board Member, 2004-
National Council of Teachers of English Executive Committee Member, 2007-
Illinois State Council Journal Reviewer, 2004-
Equity & Excellence in Education Reviewer, 2005-
National Reading Conference Proposal Reviewer. 2001, 2002, 2003, 2004
American Educational Research Association Proposal Reviewer, 2005
English Language Learners Task Force, NCTE, 2005-2006.

University, DePaul University

Advisory Board for Writing in the Disciplines, 2007-
NCA Self Study Review Team. 2005-2006.

School of Education, DePaul University

LINK PDS Professional Experience Coordinator, 2007-
School of Education Assessment Committee, 2007-
School of Education Local Review Board (IRB), 2007-
School of Education Advising Systems Ad Hoc Committee, 2007-
Associate Chair, Department of Teacher Education. 2006-2007
Data Director Search Committee, 2007
LINK Project Faculty Liaison with CPS Elementary School (Prescott Elementary), 2004-2007
International Studies Committee, 2004-
Strategic Planning Committee, 2006-07
Graduate Assistant Handbook Committee, 2004-2006
Faculty Development Committee, 2004-2006

Writing Center Liaison, 2004-2006
Reading Endorsement Program Development Committee, 2004-2005
Student Progress Committee. 2003-04

Department of Teacher Education, DePaul University

Student Experience Survey Curriculum Ad Hoc, 2007-
Graduate Assistants Coordinator. 2004-2007
Faculty Development Committee. 2004-2006
Induction Committee. 2004-2006

Community

Waters Community Garden & Beyond Today Volunteer, 2003-
Chicago Public School (Waters Elementary) Local School Council Community Member
Representative, 2005-2007
Spanish Teacher and Translator. St. Thomas Lutheran Church, Bloomington, IN.
1999-2003
Team accreditation self-study facilitator. American School Foundation of Monterrey,
Monterrey, MEXICO, 1998-1999.
Mentor teacher. ISD #112, Chaska, MN, 1995-1997.
Eisenhower Grant Facilitator for Hispanic students' math achievement. Gustavus Adolphus
College, St. Peter, MN, 1995.

HONORS

2007: DePaul University Teaching Award Nominee
2004, 2005: Jennings Research Award, DePaul University
2001-2003: Harste Alternative Literacies Fellowship Recipient, Indiana University
1999-2003: Chancellor's Fellowship Recipient, Indiana University, 1999-2003
1991-1994: Dean's List, Gustavus Adolphus College
1994: Howard Swearer Humanitarian Award Finalist

ORGANIZATION MEMBERSHIPS

National Council of Teachers of English
National Reading Conference
National Council of Teachers of English Research Association
International Reading Association,
Illinois Reading Council
American Educational Research Association
Whole Language Umbrella
Chicago TAWL