

Updated September 2026

Kerry H Alexander
Curriculum Vitae

Notarization. I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.



Signature.

Date. 06/06/2026

I. PERSONAL INFORMATION

I.A. Kha57, Alexander, Kerry, H.

Department of Teaching and Learning, Policy and Leadership
College of Education
University of Maryland
2203 Benjamin Building
College Park, MD 20742
Kha57@umd.edu

I.B. Academic Appointments at UMD

2024 - Present **Assistant Professor of Literacy Education**
Department of Teaching and Learning, Policy and Leadership
College of Education, University of Maryland, College Park, MD

I.D. Other Employment

2019 – 2024 **University Instructor**
Department of Curriculum & Instruction
College of Education, The University of Texas at Austin

2009 – 2019 **Elementary Reading and Language Arts Teacher**
Dennis E. Cowan Elementary, 4th Grade
J. Houston Elementary, 4th Grade
Austin Independent School District, Austin, TX

I.E. Educational Background

2024 **Doctor of Philosophy, Curriculum & Instruction**
The University of Texas at Austin, Austin, TX

2019 **Master of Education, Curriculum & Instruction**
The University of Texas at Austin, Austin, TX

Updated September 2026

2009 **Bachelor of Science, Applied Learning and Development**
The University of Texas at Austin, Austin, TX

I.G. Professional Certifications, Licenses, and Memberships

I.G.1 Certifications and Credentials

(2025). Science of Reading Fundamental for Maryland Educators. SUNY New Paltz. Microcredential.

(2022). The Science of Teaching Reading. Texas Education Agency. Certification.

(2019). English as a Second Language Professional Certification. Texas Education Agency.

(2019). Texas Educator Standard Professional Certification (EC-4). Texas Education Agency.

I.G.2 Memberships

(2024 - Present). National Council of Research on Language and Literacy. Member.

(2019 - Present). American Educational Research Association. Member.

(2018 - Present). Literacy Research Association. Member.

(2018 - Present). National Council of Teachers of English. Member.

II. RESEARCH, SCHOLARLY, CREATIVE AND/OR PROFESSIONAL ACTIVITIES

II.A. Books

II.A.1. Books Authored

1. Mosley Wetzel, M., Holyoke, E., **Alexander, K.**, Dunham, H., Collins, C. (2023). *Coaching in communities: Pursuing justice, teacher learning and transformation*. Cambridge, MA: Harvard Education Press. First Edition. ISBN-1682538192
<https://hep.gse.harvard.edu/9781682538197/coaching-in-communities>

II.B. Chapters

II.B.1. Chapters in Books

1. Murdter-Atkinson, J., Ries, E. C., Maloch, B., Hernandez, L., **Alexander, K.**, Wright, A. S., Wetzel, M. M. (2024). "I am lucky to be surrounded by so much talent". in *Care and Teachers in the Induction Years* (pp. 130-140). Routledge. <http://dx.doi.org/10.4324/9781032707471-16> [10.4324/9781032707471-16](https://doi.org/10.4324/9781032707471-16)
2. **Alexander, K.**, McLean, J., Bender-Slack, D.A., Godwyll, F. (2022). Swords to Ploughshares: Toward a Pedagogy of Anti-Racist Professional Discernment. in *Towards anti-racist educational research: From radical moments to movements* D.A. Bender-Slack & F. Godwyll (Eds.), The Rowman & Littlefield Publishing Group, Inc. Lexington Books.
3. Sailors, M., Russell, K., Augustine, H., **Alexander, K.**, Duke, N., Taylor, B.M. (2014). Professional Learning with and from a Literacy Coach: A Poem in Two Voices. in *Handbook of*

effective literacy instruction research-based practice K-8 N. Duke & B.M. Taylor (Eds.), (pp. 555-571). The Guilford Press.

II.C. Refereed Journals

II.C.1. Refereed Journal Articles

1. **Alexander, K.** & Nash, B. (2026). Navigating the Sociomateriality of Literacy Reform: A Longitudinal Case Study of Kindergarten Teacher Adaptation and Expertise. *Teaching and Teacher Education*, 183, 105809. [10.1016/j.tate.2026.105809](https://doi.org/10.1016/j.tate.2026.105809)
Contribution: Project design, data-collection, analysis, and writing manuscript in entirety. TATE Journal Cite Score: 8.5; Impact Factor: 4.3, Q1
2. Corrison-Burnett, K., **Alexander, K.** (2026). Lesson Planning as Resistance: Leveraging Culturally and Historically Sustaining Education with Preservice Teachers. *Journal of Language and Literacy Education*, JoLLE, 22(1), p. 1-16. <https://drive.google.com/file/d/1cFEMWnxd-6cHazUTu9uX7JypT-kjdXuQ/view>
Contribution: Data collection, Data analysis, drafting, revising, and editing manuscript in entirety.
3. **Alexander, K.** (2026). Producing Beyond the Binaries: Playful Language in Kindergarten Classrooms. *Language Arts*, NCTE, 103(4), p. 236-247.
4. Dunham, H., McDonald, E., **Alexander, K.**, (2025). “Feeling ill-equipped”: A critical discourse analysis of preservice teachers’ attitudes and behaviors of reading and writing. *English Teaching: Practice & Critique*, 24(2). <https://www.emerald.com/insight/2059-5727.htm>
Contribution: Data collection, Data analysis, drafting, revising, and editing manuscript in entirety.
5. **Alexander, K.** (2025). Constellating Literacy: A Diffractive Analysis of Policy Implementation and Classroom Practices in Early Literacy Education. *International Critical Childhood Policy Studies Journal*, 11(2). <https://journals.sfu.ca/iccps/index.php/childhoods>
6. Maloch, B., Ries, E., Murdter-Atkinson, J., Wright, A., **Alexander, K.**, Mosley Wetzel, M. (2025). “Change happens at the speed of trust”: Context-attentive mentoring for early career teachers. *Teaching and Teacher Education*, 153, 104817. <http://dx.doi.org/10.1016/j.tate.2024.104817>
[10.1016/j.tate.2024.104817](https://doi.org/10.1016/j.tate.2024.104817)
Contribution: Data analysis, writing literature review, findings, and discussion. TATE Journal Cite Score: 8.5; Impact Factor: 4.3, Q1
7. Dunham, H., **Alexander, K.**, McDonald, E. (2024). The Discursive Journey of Meta-Awareness: Literacy (Teacher) Identity within Preservice Teacher Preparation. *Literacy Research: Theory, Method, and Practice*, 73(1), 1-21.
<https://journals.sagepub.com/doi/10.1177/23813377241285826>
[10.1177/23813377241285826](https://doi.org/10.1177/23813377241285826)
Contribution: Project design, data-collection, analysis, and co-writing manuscript in entirety. *Literacy Research: Theory, Method, and Practice* is a double-blind peer-reviewed annual journal that reports contemporary research and theory in literacy and literacy education. Articles reflect the content of the Literacy Research Association (LRA) Annual

Meeting and inform scholarship in the literacy field. Though it does not have an impact factor, it is a highly esteemed journal in the literacy field.

8. **Alexander, K.**, Taylor, V., Trautman, K. (2024). "It feels like a safe place": A (Re)Invitation to the Writer's Notebook as Humanizing Pedagogy in Preservice Literacy Teacher Education. *English Education*, 56(3), 170-196. [Online.](#)
Contribution: Lead in project design, data-collection, analysis, and writing manuscript in entirety. *English Education* is published through the National Council of Teacher of English, a premiere literacy association. H-index: 14; Impact factor: 1.193; Acceptance Rate: 10-15%.
9. **Alexander, K.**, Collins, C. (2023). Whiteness boundaries in teacher education programming. *The Journal of Thought*, 56(3/4), 3-19.
Contribution: Co-conceived and co-written. *The Journal of Thought* is a nationally and internationally respected, peer-reviewed scholarly journal sponsored by the Society of Philosophy and History of Education. Acceptance Rate: 25%.
<http://journalofthought.com/?p=1206>
10. Ries, E., Dunham, H., Corriston, K., **Alexander, K.**, Taylor, V., Wetzel, M. M. (2023). Look to the Side: Peer Partnerships in Preservice Literacy Teacher Education. *Literacy Research: Theory, Method, and Practice*, 72(1), 258-277. <http://dx.doi.org/10.1177/23813377231182096>
Contribution: Co-designed project, data-collection, and analysis; co-wrote manuscript in entirety.
11. Mosley Wetzel, M., Maloch, B., **Alexander, K.**, Murdter-Atkinson, J. A., Ries, E., Wright, A., McLean, J. (2023). "Reading" Into Statistics: Systems Analysis and Action in an Early Career Mentor Community. *Literacy Research: Theory, Method, and Practice*, 72(1), 278-299.
<http://dx.doi.org/10.1177/23813377231184739> [10.1177/23813377231184739](http://dx.doi.org/10.1177/23813377231184739)
Contribution: Data-analysis, literature review, findings, and discussion. H-Index: 9; Journal Acceptance Rate: 20%.
12. Dunham, H., **Alexander, K. H.** (2022). Applying an intersectional framework to the literacy worlds of preservice teachers. *The Journal of Language and Literacy Education*, 18(1), 1-23.
Contribution: Co-project design, data collection and analysis, co-writing full manuscript. JoLLE is published through the University of Georgia (UGA) and has a 13% acceptance rate. Although it does not record an Impact Factor, it garners wide readership and respect in the literacy field.
13. Wiebe, M. T., **Alexander, K.**, Hermosura, L., Silva, V. L., Jones, C., Brandes, E. S., Howell, S., Watts, A. (2022). Restorative praxis: Evoking the 'core self' and the fluidity of 'labors. *Journal of Education and Social Justice*, 8(1). Print only.
Contribution: Data-analysis, co-writing of entire manuscript, lead in publication. No Impact Factor listed.

II.D. Conferences, Workshops, and Talks

II.D.1. Invited Talks

Updated September 2026

1. **Alexander, K.**, Peterson, M., Gotwalt, L. (2025). College of Education Board of Visitors Fall Meeting. Presentation and Discussion on *One Thing Conference*, September 26, 2025.
2. **Alexander, K.**, (2025). *Completing the PhD*. The University of Texas at Austin, Invited guest speaker, September 10, 2025.
3. **Alexander, K.** & Thomas-Davis, C. (2025). *Building a Writing Community: Fostering Collaboration, Confidence, and Growth in the Primary and Secondary Classrooms*. Maryland Initiative for Literacy & Equity (MILE), Lunch n' Learn for Preservice Teachers. Online Webinar. March 5.
4. **Alexander, K.** (2025). *Teaching Side-by-Side: Mentoring and Community-Centered Learning*. Every Child Can (ECC) UMD Campus Organization. Webinar, Invited Guest Speaker. University of Maryland College Park, April 16.
5. **Alexander, K.** (2024). Book Talk: *Coaching in communities: Pursuing justice, teacher learning and transformation*. Instructional Coaches Meeting: Austin Independent School District, Austin, Texas, May 3.
6. **Alexander, K.** (2023). Book Talk: *Coaching in communities: Pursuing justice, teacher learning and transformation*. Directed Supervision of Teaching in Curriculum and Instruction, The Graduate School. University of Texas at Austin, September 15.
7. **Alexander, K.** (2022). Qual three ways: Ethnography, design development & post-structural inquiry. The Graduate School: Introduction to Qualitative Research Course, The University of Texas at Austin, April 5.
8. **Alexander, K.** (2018). Writing workshop: Envisioning, planning, and the art of the mini lesson. Austin ISD Language Arts and Social Studies Symposium, Austin Independent School District.
9. **Alexander, K.**, McKay, K. (2017). Writing workshop in the SEL classroom. Austin ISD Social Emotional Learning: District-Wide Symposium, Austin Independent School District.
10. **Alexander, K.** (2016). Honoring the humanizing and reflective process of writing: Austin literary academy. Austin ISD Literacy Summit, Austin Independent School District.

II.D2. Refereed Presentations

Note: # is used to identify co-presenters mentored as graduate or undergraduate students.

1. **Alexander, K.**, & #Ryu, H. (2027, submitted): "It agreed with me": Algorithmic Authority and Preservice Teachers' Professional Discernment in AI-Mediated Lesson Planning. American Educational Research Association, AERA. Toronto, Canada.
2. **Alexander, K.**, & #Song, S. (2027, submitted): "'Someone Needs Me': Early-Career Writing Teachers and Professional Discernment. American Educational Research Association, AERA. Toronto, Canada.
3. **Alexander, K.**, Mahalingappa, L., & Peterson, M. (2026, Accepted for Presentation). From Intern to Early-Career: Cultivating Community with Writing Teachers, in ELATE-WTE: "Where Writers

Grow: Transformative Composition Pedagogies that Foster Community and Connection.”
National Council of Teachers of English, NCTE, Philadelphia, PA.

4. Peterson, M., **Alexander, K.**, & Mahalingappa, L., (2026, Accepted for Presentation). University of Maryland Writing Project (UMdWP) Collaborative Sensemaking & Rebuilding the Network, National Council of Teachers of English, NCTE, Philadelphia, PA.
5. **Alexander, K.**, #Dong, C., & #Song, S. (2026, *Accepted for Presentation*). Sociomaterial Perspectives on Early Childhood Literacy Pedagogy and Design. National Association for the Education of Young Children, NAEYC. Washington, DC.
6. **Alexander, K.** & Peterson, M. (2026a; 2026b). “Teacher-as-Writer,” The One Thing Conference Workshops: EdTerps Learning Academy, University of Maryland, College Park.
7. **Alexander, K.**, #Song, S. (2026). Between Fidelity and Freedom: Early-Career Teachers (Re)Visioning Writing as a Practice of Love. National Council of Teachers of English Academic Research Conference, NCTEAR. Columbia, SC.
8. Kane, S., Jones, L., Peterson, M., **Alexander, K.** (2026). Crafting Confident Writers and Teachers of Writing: Preservice Beliefs, Identity, and Digital Practice. Digital Literacy for Future Readiness, Thirty-third International Conference on Learning, University of Hong Kong, Hong Kong, China.
9. Wellington, D., Walker, A., **Alexander, K.**, & Jones, J. (2026). Language Literacies of Intersectionality: Women Academics’ Critical Dialogues on Race, Gender, and Place. American Educational Research Association Annual Conference, AERA. Los Angeles, CA.
10. Kane, S., Jones, L., Peterson, M., **Alexander, K.** (2025). Crafting Confidence: A Study of Writing Beliefs and Practice in Preservice Teacher Education. Literacy Research Association Annual Conference, LRA. Las Vegas, NV.
11. **Alexander, K.**, (2025). Language Artistry: The Sociomateriality of Neuro-Affirming Pedagogy. National Council of Teachers of English, NCTE. Denver, CO.
12. **Alexander, K.** & Peterson, M. (2025). Every Teacher is a Writing Teacher: Feedback and Conferring Strategies to Develop Writing and Writers Across Disciplines, Grade Levels, and Genres. The One Thing Conference, EdTerps Learning Academy, University of Maryland, College Park, MD.
13. **Alexander, K.**, (2025). Grammar as Invitation: Bold Writing Conferences in the Elementary Classroom. The Assembly for the Teaching of English Grammar Annual Conference, ATEG, an assembly of the National Council of Teachers of English, NCTE. College Park, MD.
14. **Alexander, K.**, #Cherussery, R. (2025). “Well, it’s reading, but it’s writing... but it’s reading...”: Mentor texts as a tool toward instructional equity in primary literacy classrooms. American Educational Research Association Annual Conference, AERA. Denver, CO.
15. **Alexander, K.** (2025). Empathy Conversations as Catalysts for Change in Coaching and Mentoring. National Council of Teachers of English Academic Research Conference, NCTEAR. Columbus, OH.

16. **Alexander, K.**, #Cherussery, R. (2024). Labors of the Instructional Pivot: A Triptych of Literacy Teacher Learning. Literacy Research Association Annual Conference, LRA. Atlanta, GA.
17. **Alexander, K.** (2024). Elementary literacy policy and instructional culture. American Educational Research Association Annual Conference, AERA. Philadelphia, PA.
18. Corrison, K., Trautman, K., **Alexander, K.** (2024). Transcending the boundaries of academic literacies: Use of multimodal and translanguing composition with preservice teachers. The American Educational Research Association Annual Conference, AERA. Philadelphia, PA.
19. **Alexander, K.**, Taylor, V., Trautman, K. (2024). It amazes me that I have something to say”: A (Re)invitation to the writer’s notebook. National Council of Teachers of English Academic Research Conference, NCTEAR. Austin, TX.
20. Murdter-Atkinson, J., **Alexander, K.** (2024). There really no question about that”: Identifying the role of Science of Teaching Reading Discourse in a professional learning community. The National Council of Teachers of English Academic Research Conference, NCTEAR. Austin, TX.
21. **Alexander, K.**, Dunham, H., McDonald, E. (2023). Relationships among metacognitive processes, literacy identities, and literacy instruction in preservice teacher preparation. Literacy Research Association Annual Conference, LRA. Atlanta, GA.
22. Corrison, K., Trautman, K., Dunham, H., **Alexander, K.** (2023). Community connections: Leveraging shared experiences to coach beginning teachers. National Council of Teachers of English Annual Conference, NCTE. Columbus, OH.
23. Godfrey, V., **Alexander, K.**, Nash, B., Taylor, V., Terrazas, C. (2023). Preservice teachers and the development of adaptive instructional practices: An emergent process. American Educational Research Association Annual Conference, AERA. Chicago, IL.
24. Wiebe, M., **Alexander, K.** (2023). Restorative practice facilitators' lived experiences: Restorative praxis in community. American Education Research Association Annual Conference, AERA. Chicago, IL.
25. **Alexander, K.** (2023). What matters, ‘right here, right now’: A post humanist entanglement in one kindergarten literacy classroom. National Council of Teachers of English Assembly for Research, NCTEAR. Davis, CA.
26. Corrison, K., Trautman, K., **Alexander, K.** (2023). Remixing ‘academic’ writing: Leveraging (multi)literacies toward solidarity with preservice teachers. National Council of Teachers of English Assembly for Research, NCTEAR. Davis, CA.
27. **Alexander, K.**, Collins, C. (2022). Whiteness as a systemic boundary in preservice teacher development. Literacy Research Association Annual Conference, LRA. Phoenix, AZ.
28. Mosley Wetzel, M., Maloch, B., **Alexander, K.**, McLean, J., Murdter-Atkinson, J., Wright, A. (2022). Early career mentors practicing sociocritical literacies in response to professional inequities. Literacy Research Association, LRA. Phoenix, AZ.

29. Murdter-Atkinson, J., McLean, J., **Alexander, K.** (2022). Opening a can of worms: Identifying the role of the science of teaching reading discourse in a community of teacher mentors. Literacy Research Association Annual Conference, LRA. Phoenix, AZ.
30. Ries, E., Dunham, H., Mosley Wetzel, M., Taylor, V., Corrison, K., **Alexander, K.** (2022). Leveraging communal expertise: Peer coaching for equity in preservice teacher education. Literacy Research Association, LRA. Phoenix, AZ.
31. **Alexander, K.**, Collins, C. (2022). Global lives, empathy, and multimodality. Hemispheres Critical Literacy for Global Citizens Literacy Conference, LLILAS. Austin, TX.
32. **Alexander, K.**, Collins, C. (2021). (Un)learning patterns of whiteness in literacy teaching. Hemispheres Critical Literacy for Global Citizens Literacy Conference, LLILAS. Austin, TX.
33. Dunham, H., **Alexander, K.** (2021). Intersectionality and literacy identities in preservice teacher education. Literacy Research Association Annual Conference, LRA. Atlanta, GA.
34. Mosley Wetzel, M., Davila, D., Holyoke, E., Dunham, H., **Alexander, K.**, Collins, C., Wright, A., Ries, E. (2021). Literacy coaching for justice in virtual settings. Literacy Research Association Annual Conference, LRA. Atlanta, GA.
35. **Alexander, K.**, Snowden, C. (2021). Elementary PTA equity committee: (Un)learning whiteness in-community. National Council of Teachers of English Annual Conference, NCTE. Online.
36. **Alexander, K.** (2021). Critical collaborative coaching in teacher education. American Education Research Association Annual Conference, AERA. Online.
37. Dunham, H., Mosley Wetzel, M., Holyoke, E., **Alexander, K.** (2021). Coaching tools in undergraduate curriculum: A case of preservice teachers' agency within clinical field experiences. American Educational Research Association Annual Conference, AERA. Online.
38. Mosley Wetzel, M., Dunham, H., **Alexander, K.**, Collins, C., Wright, A. (2021). Creating networks of support for teacher candidates through coaching: A design-development study. American Educational Research Association Annual Conference, AERA. Online.
39. **Alexander, K.** (2020). Racism and anti-racism in the academy and K-12 schooling: Multiple perspectives. Mid-Western Educational Research Association Annual Conference, MWERA. Online.
40. Alexander, K., Dunham, H. (2020). Critical visual analysis: Graphic novels, multimodality, and ourselves. Hemispheres Critical Literacy for Global Citizens Literacy Conference, LLILAS. Online.
41. Dewalt, L., **Alexander, K.** (2020). Global religions. Hemispheres Critical Literacy for Global Citizens Literacy Conference, LLILAS. Online.
42. **Alexander, K.**, Brazle, E. (2018). The "art" of composing: Transmediation in writing. Hemispheres Critical Literacy for Global Citizens Literacy Conference, LLILAS. Austin, TX.

43. **Alexander, K.**, Bigelow, A., Collins, C., Dunham, H., McLean, J. (2020). Critical coaching: Embracing and leveraging discomfort. National Council of Teachers of English Annual Conference, NCTE. Cancelled due to COVID-19.
44. Dewalt, L., **Alexander, K.** (2020). Global religions. National Council of Teachers of English Annual Conference, NCTE. Cancelled due to COVID-19.
45. **Alexander, K.**, Brazle, E. (2018). Transmediation and the art of revision in elementary writing pedagogy. College of Education Alumni Conference, The University of Texas at Austin, TX.

II.D.3 Symposia

1. **Alexander, K.** (2025). *Whiteness as a historical actor in community-centered Research Practice Partnerships*. In symposium: Histories, Hauntings, and Hard Other Knowledges: Examining the Specters of Research Practice Partnerships Advancing Justice. American Educational Research Association Annual Conference, AERA. Denver, CO.
2. **Alexander, K.**, & Cherussery, R. (2024). *Labors of the Instructional Pivot: A Triptych of Literacy Teacher Learning*. In symposium: Entrée into discourse analysis: Six discourse studies and a collaborative journey of becoming discourse analysts. Literacy Research Association (LRA) Annual Conference, Atlanta, GA.
3. **Alexander, K.**, Villamizar, A., Mosley Wetzel, M. (2023). *Using discourse analysis to explore critical inquiry work with literacy teachers*. In symposium: Discourse Analysis Study Group. Literacy Research Association Annual Conference, LRA. Atlanta GA.
4. **Alexander, K.** (2018). *Podcasting and the power of playback: how auditory review revives and raises understanding of revision*. In symposium: A Writing Workshop Playlist: Creating communities of writers to lift student voices. National Council of Teachers of English Annual Conference, NCTE. Baltimore, MD.

II.E. Book Reviews, Notes, and Other Contributions

II.E.1 Book Reviews

1. **Alexander, K. H.** (2023). Review of: *P. Smagorinsky's Learning to Teach English and the Language Arts: A Vygotskian Perspective on Beginning Teachers' Pedagogical Concept Development*. English Education. <https://ncte.org/resources/journals/english-education/reviewing-the-field/#february23>
2. **Alexander, K. H.** (2020). Review of *Negotiating Place and Space through Digital Literacies: Research and Practice*. Edited by Damiana G. Pyles, Ryan M. Rish, and Julie Warner. Journal of Language and Literacy Education. JoLLE. (1st ed., vol. 16, pp. 1-7).
3. Davila, D., Melilli, A., Canady, F., Dunham, H., **Alexander, K.**, Li, K. (2019). *Picturebooks and the cycle of grief*. Journal of Children's Literature. (2nd ed., vol. 45, pp. 88-98).

II.E.2. Essays

1. McLean, J., **Alexander, K.** (2020). *Dear white colleagues: Disrupting white teacher education and scholarship*. Texas Education Review. (2nd ed., vol. 8, pp. 71-78).
<http://dx.doi.org/10.26153/tsw/9202> 10.26153/tsw/9202

II.F. Significant Works in Public Media

1. **Office Hours: Four Approaches for Making Writing Conferences More Effective**. UMD College of Education, EdTerps Learning Academy. YouTube Video. June 2026.
<https://youtu.be/bmJVF001-iM?si=wpUbqEqVTq9CC8 t>
2. **Baltimore Sun**, “Cursive Writing loops back into style in Baltimore County Public Schools, interviewed and quoted on cursive instruction, September 20, 2025.
(<https://www.baltimoresun.com/2025/09/20/cursive-writing-baltimore-county/>)
3. **Alexander, K.** (2021). [Podcast: Coaching with Kerry](#). *The University of Texas at Austin, Field-Experiences Wiki*. Podcast. The College of Education. 2020-2021. Podcast designer, host, and producer.

II.J. Works in Progress

1. **Alexander, K.** & #Ryu, H. (Revise & Resubmit). “Co-Designing Literacy Lessons with GenAI: A Sociomaterial Case Study in Teacher Preparation and Professional Expertise.” In Eds. *GenAI in K-12 Language and Literacy Education*.
2. See, A., Hernandez, L., **Alexander, K.**, Maloch, B., and Wetzel, M. (Revise & Resubmit). Documenting the Design of a Human-Centered, Discursively Informed Executive Dashboard.
3. Murdter-Atkinson, J., **Alexander, K.**, & McLean, J. (in Review). “When Theory Becomes Infrastructure: The Curricularization of Reading Science.”
4. **Alexander, K.**, (in Review). “Whiteness as a historical actor in a community-centered Research Practice Partnership.”
5. #Zeng, H. & **Alexander, K.** (in Review). “We only focus on writing, no pictures today”: Multimodal pedagogical design decisions in an elementary English language development class.”
6. #Zeng, H. & **Alexander, K.** (in Review). “More than adding “modes”: Pedagogical conditions and multilingual students’ informational composing in an elementary English language development classroom.”
7. **Alexander, K.** (chapter proposal accepted). Encountering Literacy as Diffraction: Shaping Sociomaterial, Neuroqueer Constellations. Book Chapter for *The Routledge International Handbook of Post Qualitative and New Approaches to Inquiry*.
8. **Alexander, K.**, Kane, S., & Peterson, M. (in Preparation). *Authoring: Reclaiming Writing as Thinking in Today’s Elementary Classroom*. Book manuscript.

Updated September 2026

9. **Alexander, K.** & Song, S. (in Preparation). "Between Fidelity and Freedom: Early-Career Teachers (Re)Visioning Writing as a Practice of Love."
10. **Alexander, K.**, Murdter-Atkinson, J., Zeng, H., & Cherussery, R. (in Preparation). "Opportunity Design and the Sociomateriality of Early Writing."

II.K. Sponsored Research and Programs

II.K.1 Grants

1. **Alexander, K.** (PI), Peterson, M., & Mahalingappa, L. *Developing Writing Teachers: A Partnership Model for Early-Career Teacher Learning*. US DOL/USED Supporting Effective Educator Development (SEED) program. **Submitted June 2026. Goal: \$482,000**
2. **Alexander, K. (PI)** & Murdter-Atkinson, J. *Redesigning Literacy Notebooks for Contemporary Teaching and Learning*. ELATE Research Initiative 2027. **Submitted, June 2026. Goal: \$1730**
3. **Alexander, K.** (PI). *Elementary Writing Teacher Development and Practice: From UMD to MS DoE*. The UMD College of Education's Support Program for Advancing Research and Collaboration (SPARC) grant program. **Granted: \$15,000.**

II.Q. Research Fellowships, Prizes and Awards

1. 2023 University of Texas Graduate School Continuing Fellowship. The University of Texas Graduate School. One-year tuition and fees. \$35,000.
2. 2023 Hirsh and Hord Endowed Excellence Award for Research. \$2,000.
3. 2022 Judith Wells Lindfors Endowed Graduate Fellowship in Language and Literacy Studies. The University of Texas Graduate School. \$1,500.
4. 2022 Hirsh and Hord Endowed Excellence Award for Research. \$2,000.

III. TEACHING, EXTENTION, MENTORING, AND ADVISING

III.A. Courses Taught

University of Maryland College Park

1. TLPL 783A: Theory & Research in Reading: Classroom Literacy, Graduate, 2025
2. TLPL 688U: Special Topics in Education: Seminar in LLSI, Graduate, 2025
3. TLPL 642: Processes & Acquisition of Writing, Graduate, 2026
4. TLPL 460: Materials & Instruction for Creating Skilled and Motivated Readers, Part I
5. TLPL 361: Principles & Methods of Teaching, 2024
6. TLPL 344: Culturally Responsive Language & Literacy Instruction, 2025
7. TLPL 342: Promoting Skilled & Motivated Readers in Elementary Classrooms, Part I
8. TLPL 343: Promoting Skilled & Motivated Readers in Elementary Classrooms, Part II

The University of Texas at Austin

1. EDC 370E: Language Arts Methods, (n=25), 2023; 2022
2. EDC 370E: Reading Assessment and Development, (n=25), Undergraduate, 2023a, 2023b, 2022, Spring 2021a, 2021b; 2020, *Online*
3. EDC 370E: Reading Methods, (n=25), Undergraduate, 2022, 2019
4. ALD 333: Children's Literature, (n=50), Undergraduate, 2021
5. EDC 398T: Directed Supervision of Teaching in Curriculum and Instruction, (n=15), Graduate, 2022

III.B. Teaching Innovations and Extensions

1. TLPL344. Culturally Responsive Language & Literacy Instruction in Diverse Elementary Classrooms: Instructional Re-design. University of Maryland, College Park, 2026.
2. Coaching the Coaches, *Virtual* Field Supervision, The University of Texas at Austin, 2021-2022.
3. Field Supervisor, The University of Texas at Austin. 2019-2021.
4. Cooperating Teacher, The University of Texas at Austin, Teacher Preparation Program, 2014-2019.

III.C. Advising: Research or Clinical

III.C.3 Doctoral

Member of Dissertation Committee:

1. Hongye Zeng, Ph.D., Spring, 2026, Literacy Education, University of Maryland
2. Karen Evie Key, Ed.D. Spring 2026, TESOL, University of Maryland
3. Rasha Haitham Alkhateeb, Ph.D., Spring 2026, Literacy Education, University of Maryland
4. Sandra N. Gutiérrez, Applied Linguistics and Language Education, University of Maryland
5. Rose Rohini Cherussery, Literacy Education, University of Maryland
6. Mariana L. Sanchez, Teacher Education, University of Maryland

IV SERVICE AND OUTREACH

IV.A. Editorships, Editorial Boards, and Reviewing Activities

IV.A.1. Reviewing Activities for Journals and Presses

1. *Teaching and Teacher Education*. Acceptance Rate: 8%; Reviewer. (2026).
2. *Teachers and Teaching: Theory and Practice*. Acceptance Rate: 7%. Reviewer. (2026).

3. *Journal of Literacy Research*. Acceptance Rate: 8%; Reviewer. (2025 – Present).
4. *English Teaching: Practice and Critique*. Reviewer. Acceptance Rate: 10%; (2025 – Present).
5. *English Journal*. Reviewer. (2025 – Present).
6. *Literacy Research and Instruction*. Reviewer. (2024 – Present).
7. *The Journal of Early Childhood Literacy*. Reviewer. (2024 – Present).
8. *English Education*, National Council of Teachers of English. Reviewer. (2022 – Present).

IV.A.2. Editorships

1. *English Teaching: Practice & Critique*, Guest Editor, Special Issue: “Beyond Crisis: Activating Discourse Analysis for Literacy Teaching and Learning,” to be published spring, 2027.

IV.A.3. Reviewing Activities for Conferences

2. Symposium; American Educational Research Association (AERA). (2024 – Present.)
3. Paper Sessions; American Educational Research Association (AERA). (2024 – Present.)
4. Paper Sessions; Literacy Research Association (LRA). (January 2023 - Present).

IV.B. Committees, Professional & Campus Service

IV.B.1. Campus Service – Department

1. Outstanding Graduate Assistant Award Committee, TLPL, Winter 2026
2. Annual Program Review Plan of Action Committee, (PAPIC), Fall 2025 – Spring 2026
3. Graduate Research Education Council, (GREC), TLPL, Literacy Representative, Fall 2025 – present.
4. Faculty Search Committee, Language and Literacy Studies, Department of Curriculum & Instruction, The University of Texas at Austin, Fall 2022

IV.B. 2. Campus Service – College

1. Community Engaged Researcher Network (CERN), UMD, Fall 2025 – Spring 2026
2. College of Education, TLPL representative to the UMD University Senate, Spring 2025.

IV.B.3. Campus Service – University

1. [Every Child Project](#) (TEPC), UMD student organization, connecting college student volunteer tutors with K-12 students across Maryland for free, virtual, one-on-one tutoring, **Faculty-Sponsor**, Spring 2026 – Present.
2. College of Education, TLPL **faculty at-large representative** to the UMD University Senate, Spring 2025 – Spring 2028.

IV.B.8. Leadership Roles in Meetings and Conferences

1. American Educational Research Association, AERA:
 - a. SIG-Critical Perspectives on Early Childhood Education.

Updated September 2026

- b. SIG-Language and Social Processes
 - i. 2026 AERA conference in Los Angeles, CA. **Invited Mentor.**
- c. SIG-Writing and Literacies