

KRISTIN L. PAPOI, Ph.D.

818.512.4746 • papoi@unc.edu

2092B Peabody Hall/UNC-Chapel Hill CB

3500 Chapel Hill, NC 27599

EDUCATION:

- 2016 **University of Wisconsin-Madison, Madison, WI**
Ph.D. in Language and Literacy Studies with Minor in Qualitative Research
Dissertation Title—*Arts-Based Practices in English Language Learners' Multiliteracies Learning: A Multiple Site Case Study*; 2017 Outstanding Dissertation Award, American Educational Research Association Arts & Learning SIG
- 2004 **California State University Dominguez Hills, Carson, CA**
Post-baccalaureate Teacher Certification Coursework for Preliminary California Multiple Subject Credential (Pre-K through 12) and Crosscultural, Language, and Academic Development (CLAD) Certificate
Student Teaching—First and Fourth Grades in Huntington Park, CA (LAUSD Local District J)
- 1996 **Northwestern University, Evanston, IL**
M.S. in Integrated Marketing Communications with Focus in Direct Marketing
- 1990 **Ohio Wesleyan University, Delaware, OH**
B.A. in English Literature and B.A. in Journalism; Minor in Spanish
Phi Beta Kappa; Magna Cum Laude; University and Proctor & Gamble scholarships

RESEARCH FOCUS:

Literacy and multiliteracies theory, arts integration within the socio-political-cultural context of schools, emergent literacy, ESL and emergent bilingual education, early childhood and elementary childhood education (multiple subject), the Reggio Emilia approach in American educational contexts, B-12 teacher education, experiential education

PROFESSIONAL APPOINTMENTS:

- 2017-present **Clinical Assistant Professor**
Program Coordinator, Master of Arts of Teaching
University of North Carolina at Chapel Hill, Chapel Hill, NC
Masters Courses Taught: Teaching Early English Language Arts (K-2); Teaching Intermediate English Language Arts (3-6); Schools and Community Collaboration; K-12 Student Teacher Supervision
Coordination: Direct redesigned K-12 program development (experiential education, international study, ESL and Special Education add-on programs, reflective student seminars) with responsibilities in: student admissions; recruitment; scholarship awards; student engagement and support; district and school partner engagement (e.g. student teaching placements, facilitating partnership development through grants); budgeting; course scheduling, faculty staffing (including hiring and supervision of adjunct faculty)

and graduate student supervisors); lead faculty meetings; collaborate on program accreditation and student licensure efforts; and, build strategic district, university, and outside organization partnerships to facilitate program growth and sustainability.

2016-2017

Clinical Assistant Professor

University of North Carolina at Chapel Hill, Chapel Hill, NC

Undergraduate Courses Taught: Teaching English Language Arts (K-6); Teacher Leadership, Elementary Education; Teacher Leadership, Birth-2nd Grade; Elementary Student Teacher Supervision

Masters Courses Taught: Teaching Early English Language Arts (K-2); Schools and Community Collaboration

Coordination: Undergraduate Elementary Education program

PUBLICATIONS:

PEER REVIEWED MANUSCRIPTS:

Shedrow, S. and **Papoi, K.** (accepted). Applying Bourdieu's Theory of Capital to Emergent Bilingual Student Writers. In Compton-Lilly, C, Ed., *Literacy and Identity Practices of Children from Immigrant Families: The First Five Years* (working title).

Papoi, K. (2017). Sensemaking through art making: Trash for Teaching and visual arts integration with elementary emergent bilingual students. In T. Dell'Angelo, L. Ammentorp, & L. Madden (Eds.), *Using Photography and Other Arts-based Methods with English Language Learners: Guidance, Resources and Activities for P-12 Educators*. Lanhan, MD: Rowan and Littlefield.

Compton-Lilly, C., **Papoi, K.**, Hamman, L., Schwabenbauer, B., Venegas, P. (2017). Intersectional Identity Negotiation: The Case of Young Immigrant Children. *Journal of Literacy Research*, 49(1), 115-140.

Compton-Lilly, C., **Papoi, K.**, Shedrow, S., & Hamman, L. (2016). *Longitudinal Case Study Research: Understanding Literacy and Identity Practices of Children in Immigrant Families in the American Midwest*. SAGE Research Methods Case Education.

DATA COLLECTION & ANALYSIS IN PROCESS:

Papoi, K., "Turn, Turn, Turn": The Role of Reflective Processes in Preservice Teachers' Conceptions of Literacy.

Lys, D., Glazier, J., Horner, M., LaGarry, A., & **Papoi, K.**, Project PACE (Partnership for Authentic Communities of Educators): Building Authentic Community Through Innovative Close-Range Teacher Mentorship, Preparation, and Leadership.

Gibbs, B., & **Papoi, K.**, "You Student Taught Where?": Beginning Teachers' Implementation of Progressive Pedagogies in Public Educational Contexts.

Glazier, J., Bolick, C., **Papoi, K.**, Stutts, C., Exploration of Pre-service Teacher Learning Through Experiential Education.

GRANTS AND AWARDS:

- 2018 UNC Center for European Studies Curriculum Development Grant, Chapel Hill, NC (\$2,500)
- 2018 UNC Global Partnership Award, Chapel Hill, NC (\$1,500)
- 2017 Outstanding Dissertation Award American Educational Research Association Arts and Learning SIG, Awarded at Annual Meeting in San Antonio, TX
- 2016 Mellon-Wisconsin Dissertation Writing Camp Participant, Madison, WI
- 2015 Tashia Morgridge Wisconsin Distinguished Graduate Fellowship, the top award in the UW Department of Curriculum and Instruction (\$19,710 + \$1,500 flexible spending, tuition, and benefits), Madison, WI
- 2014 Carrie R. Barton Memorial Scholarship (\$7,000) for outstanding doctoral research in the English Language Arts, Department of Curriculum and Instruction, University of Wisconsin-Madison, Madison, WI
- 2014 University of Wisconsin Vilas Dissertation Travel Grant (\$1,000), Madison, WI
- 2004 AERA Division H publication award for LAUSD District J Grade 3 ELD/ALD Model Unit of Study, Los Angeles, CA
- 2004 AERA Division H publication award for LAUSD District J District Profile, Los Angeles, CA
- 1998 Awarded *The Disney Store Coach's Award* for outstanding business results and facilitating effective teamwork

RELEVANT PRESENTATIONS:

INVITED TALKS:

- Papoi, K.** (July, 2018). Interactive Workshop on Arts-based Practices in Emergent Bilingual Students' Multiliteracies Learning. *SHIFT Academy*, Universidad San Francisco de Quito. Quito, Ecuador.
- Papoi, K.** (September, 2018). "Classroom Management": How to Build a Safe and Supportive Classroom Environment through Effective Communication. *UNC-Chapel Hill Civics in the Triangle Conference*. Chapel Hill, NC.
- Papoi, K.** (January, 2018). Building Classroom Community through Strengthening Student/Teacher Relationships. *UNC HYPE Student Tutoring Group*. Chapel Hill, NC.
- Papoi, K.** (April, 2017). "We're, like, curious kids!": Arts-Based Practices in Emergent Bilingual Students' Multiliteracies Learning. *Arts and Learning SIG Outstanding Dissertation Award Speech delivered at the Annual Meeting of the American Educational Research Association*. San Antonio, TX.

CONFERENCE PRESENTATIONS:

- Glazier, J., Horner, M., LaGarry, A., Lys, D., & **Papoi, K.**, (February, 2019). Building Partners for Authentic Communities of Educators. *American Association of Colleges for Teacher Education 71st Annual Meeting*. Louisville, KY.

- Papoi, K.**, (October, 2018). “The Unthinkable Mind”: Arts-Based Journals as a Reflective Tool for Pre-service Teachers. *North Carolina Association of Colleges and Teacher Educators’ 36th Annual Teacher Education Forum*. Raleigh, NC.
- Horner, M., Lys, D., **Papoi, K.**, LaGarry, A., Glazier, J., Bechtel, C., Petty, J., Wallace, K., & Joyce, C. (October, 2018). Project PACE: Building Authentic Community Through Close-Range Teacher Mentorship. *North Carolina Association of Colleges and Teacher Educators’ 36th Annual Teacher Education Forum*. Raleigh, NC.
- Papoi, K.**, Aiken, H., & Klehr, M.R. (April, 2018). The Possibilities of Art/ifact Journals as a Reflective Tool for Pre-service Teachers. *American Educational Research Association*. New York, NY.
- Papoi, K.** & Shedrow, S. (December, 2017). Influence of Writing Capital on Emergent Bilinguals’ Writing Identity. *Literacy Research Association*. Tampa, FL.
- Papoi, K.** (April, 2017). Creating a pedagogy of participation: Equitable arts integration practices for English learners. *American Educational Research Association*. San Antonio, TX.
- Edmonds, L. & **Papoi, K.** (March, 2017). Co-Constructed Collaborations. *National Association for Professional Development Schools*. Washington, DC.
- Papoi, K.** & Aiken, H. (December, 2016). Sensemaking Through Art Making: Transformative Multiliteracy Experiences for Emergent Bilingual Students. *Literacy Research Association*. Nashville, TN.
- Papoi, K.** (April, 2016). Making Sense by Making Art: How Arts Residency Programs Provide Access for English Learners. *American Educational Research Association*. Washington, D.C.
- Papoi, K.** & Shedrow, S. (April, 2016). Young Writers' Identities: Elementary Perceptions of Self as Writer Over Time. Presented in a group symposium titled The Elementary Years: A Longitudinal Look at Literacy and Language Practices of Immigrant Children. *American Educational Research Association*. Washington, D.C.
- Papoi, K.** (December, 2015). Imagining Literacy Through the Arts: How Arts-Based Residency Programs Provide Equity for English Learners. *Literacy Research Association*. Marco Island, FL.
- Papoi, K.**, Ward, B., Quast, E., Shedrow, S., Hamman & L., Pek, Y. (December, 2015). The Longitudinal Experience: A Hand-On Look at a Ten Year Qualitative Study of Immigrant Children’s Literacy and Identity Practices. *Literacy Research Association*. Marco Island, FL.
- Compton-Lilly, C., **Papoi, K.**, Stewart, K., Venegas, P., Hamman, L., & Schwabenbauer, B. (November, 2014). Identity Construction for Young Immigrant Children: Considering Gender, Language Practices, and Multimodalities. *National Council of Teachers of English*. Washington, D.C.
- Papoi, K.**, Kim, J., & Venegas, P (December, 2014). “I’m Both”: Dialogic self-portraits of children’s literate identities. *Literacy Research Association*. Marco Island, FL.
- Papoi, K.**, Kim, J., & Venegas, P (November, 2013). Figured Worlds Across Time and Space: Bilingual Families’ Enactments of Agency and Social Capital in Divergent Literacy Settings. *Literacy Research Association*. Dallas, TX.

CHAired CONFERENCE PANELS:

Papoi, K. (November, 2018). New Literacies in Preservice Literacy Teacher Education. *Literacy Research Association*. Indian Wells, CA.

RELEVANT PROFESSIONAL EXPERIENCE:

- 2013-2015 **Field Placement Supervisor, Middle Childhood & Early Adolescence Cohort**
University of Wisconsin-Madison, Department of Curriculum & Instruction,
Madison, WI
Supervised student teachers in elementary and middle school field placements;
designed and co-led weekly seminars on reflective practice.
- 2013-2014 **Instructor of Record, Early Childhood, ESL Cohort**
University of Wisconsin-Madison, Department of Curriculum & Instruction,
Madison, WI
Undergraduate Course: *The Artistic Lives of Children in Early Childhood* (Birth-2nd grade)
- 2011-2015 **Field Placement Supervisor, Practicum IV**
University of Wisconsin-Madison, Department of Curriculum & Instruction,
Madison, WI
Supervised practicum student teachers in Pre-K through middle school field
placements; designed and led weekly seminars on reflective practice.
- 2012 **Co-Instructor of Record**
University of Wisconsin-Madison, Department of Curriculum & Instruction,
Madison, WI
Undergraduate Course: *The Artistic Lives of Children in Early Childhood* (Birth-2nd grade)
- 2012-2016 **Graduate Liaison**
University of Wisconsin-Madison, Education Portfolio and Career Services,
Madison, WI
Consultant: facilitating dialogic reflective workshops about teaching practice to
improve student learning; researching and designing student e-portfolios; teaching use
of video to improve reflective classroom practice.
- 2011-2015 **Lead Case Study Researcher**
University of Wisconsin-Madison, Department of Curriculum & Instruction,
Madison, WI
Study Title—*Immigrant Families: Literacy Identity Development Over Time and Space*
Principal Investigator: Dr. Catherine Compton-Lilly
Served as lead case researcher on qualitative longitudinal research study to collect and
analyze data including: in-depth, semi-structured interviews with focal child, family
members and teachers; classroom, home and community observations; field notes and
reflective memos; child-created identity maps, photographs and literacy assessments.
- 2004-2009 **Classroom Teacher**
Walnut Park Elementary School, Grades 3-5, Huntington Park, CA
Planned, delivered, and assessed effective, inquiry-based instruction based upon
- Papoi, K. CV

individual student needs (gifted, English learners, special needs) and content standards. Served as grade level chair, PLC lead, Arts Cadre Co-Chair, Technology Committee lead, and Program Improvement team member.

2003-2004 **Communications and Strategic Planning Consultant**

Los Angeles Unified School District Local District J, Commerce, CA

Provided communications, strategic planning, and project management expertise to superintendent's initiatives including curriculum development for English Learners, communications materials, and foundation work. Supervised project management to produce a standards-based curriculum to facilitate student learning in English Language Arts, History/Social Science, and English Language Development. Co-wrote, designed, and produced the Local District J District Profile Report, which was distributed to administrators, state and federal Congressional representatives, and foundations to communicate key data.

2002-2003 **Project Director**

The Galef Institute, Different Ways of Knowing, Los Angeles, CA

Developed and implemented communications strategy and marketing materials including print materials and website for educational non-profit arts organization.

OTHER PROFESSIONAL EXPERIENCE:

1999-2002 **Marketing Manager**

Smith+Noble, LLC, Corona, CA

Managed strategic planning, annual budgeting, execution, and analysis of all marketing and market research initiatives (\$1.2 million budget in 2002) for consumer catalog and online retailer of high-end home décor.

1996-1999 **Customer Acquisition Manager**

The Walt Disney Company, Burbank, CA

Developed, researched, implemented, and tracked all prospecting circulation efforts (25 million annual circulation for \$70 million sales) to drive considerable growth in new customer acquisition.

Continuity Programs Manager

The Walt Disney Company, Burbank, CA

Developed and managed the profitable growth of \$8 million continuity business including strategic planning, budgeting, marketing research, ad creation, media buys, and supervision of fulfillment operations.

Senior Marketing Analyst

The Walt Disney Company, Burbank, CA

Developed and managed marketing efforts and operations; analyzed promotion results.

SERVICE TO PROFESSION:

Professional Service:

2018-present Outstanding Dissertation Award Reviewer, AERA Arts and Learning SIG

2018-present Conference Proposal Reviewer, American Educational Research Association

- April 2017 Carolina TESOL CARE Conference Co-Planner & Workshop Facilitator
- 2015-2016 Editorial Assistance, Networks Online Journal for Teacher Research
- 2014-present Conference Proposal Reviewer, Literacy Research Association

Professional Membership:

- 2017-present North American Reggio Emilia Alliance
- 2013-present American Educational Research Association
- 2012-present Literacy Research Association

Ad-hoc Manuscript Reviewing:

- 2016-present Article Reviewer, *Early Childhood Research Quarterly* Journal
- 2016-present Editorial Board, Learning Architects, Pasadena, CA
- 2015 Chapter Reviewer, *Makeology* (Peppler, K., Halverson, E.R., Kafai, Y., 2016)
- 2014-present Article Reviewer, *Networks Online Journal for Teacher Research*

DEPARTMENTAL & UNIVERSITY SERVICE:

The University of North Carolina at Chapel Hill:

- 2018-present Serve on School of Education Culture, Curriculum, and Teacher Education (CCATE) Council of Coordinators
- 2018-present Serve as committee chair for doctoral student: Heather Aiken
- 2017-present Member of North Carolina Reggio Emilia Collaborative, which brought the *Wonder of Learning* Exhibit to Durham, NC in Spring 2017
- 2017 Certified as Safe Zone Ally by UNC LGBTQ Center
- 2016-2018 Serve as faculty for UNC School of Education Cultural Studies and Literacies and Teacher Education and Change (CSL/TEC) Ph.D. program
- 2017-2018 Serve as undergraduate honors thesis advisor and second reader
- 2018 Served on School of Education search committee for Admissions and Placement Coordinator
- 2018 Served on School of Education search committee for Data and Accreditation Manager
- 2018 Chairperson, MAT Scholarship Committee
- 2017-2018 Member, UNC School of Education CAEP Accreditation Committee
- 2017-2018 Member, UNC School of Education Digital Learning Committee
- 2017 Panel Member on UNC University Career Services Workshop on Applying to Graduate School
- 2017 Served on School of Education search committee for New Teacher Support Coach
- 2017 Served on School of Education search committee for Director of Undergraduate Advising and Student Engagement
- 2016-present Serve on doctoral committees for doctoral students: Emily Freeman, Maureen Finley, Pei-Ying Wu
- 2016-2017 Served on UNC School of Education Critical Studies in Literacy and Teacher Education Faculty

SELECTED COMMUNITY INVOLVEMENT & OUTREACH:

- 2018-present Kidzu Children’s Museum Early Childhood and Elementary Education Advisor, Chapel Hill, NC
- 2018 Delegate, North Carolina Study Tour to Reggio Emilia, Italy with week-long study at the Loris Malaguzzi International Center
- 2017-present Director of Educational Programming, Happy Tooth Foundation “Yes I Can!” Summer Triathlon Camp, Chapel Hill, NC
- 2016-present Girl Scout Volunteer and Troop Co-Leader, North Carolina Coastal Pines, Durham, NC
- 2017 North Carolina *Wonder of Learning—The Hundred Languages of Children* Reggio Emilia exhibit volunteer, Durham, NC
- 2015-2016 Wingra School Parent Outreach volunteer, Madison, WI
- 2014-2015 President, Board of Directors, Preschool of the Arts, Madison, WI
- 2012-2014 Board of Directors, Preschool of the Arts, Madison, WI

PROFESSIONAL CREDENTIALS:

- 2006-present Professional Clear California Multiple Subject Teaching Credential (Pre-K through 12) and Crosscultural, Language, and Academic Development (CLAD) Certificate
- 2004-2006 Preliminary California Multiple Subject Teaching Credential (Pre-K through 12) and Crosscultural, Language, and Academic Development (CLAD) Certificate