

## **CURRICULUM VITA**

**Kirsten Dara Hill**

Professor

University of Michigan-Dearborn

College of Education, Health, and Human Services

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Dearborn, MI 48126

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### **1. Education**

#### **Ph.D. Curriculum, Teaching, and Educational Policy**

**May 2006**

Michigan State University, East Lansing, MI

Advisor: Dr. Susan Florio-Ruane

#### **M. Ed. Literacy**

**December 1998**

Wayne State University, Detroit, MI

#### **AB.Ed. Language Arts and Social Science**

**April 1995**

The University of Michigan, Ann Arbor, MI

Major in Language Arts and Social Science

Michigan Provisional Teaching Certification

### **2. Teaching and Research Interests**

1. Literacy, Language and Culture
2. High Poverty High Achieving Urban Schools
3. Discourse Analysis
4. Culturally Relevant Teaching
5. Preservice Teacher Preparation for Diversity and Social Justice
6. Parent Networks and School Choice in Detroit

### **3. Professional Registration/Licensure/Certification**

1. BR, (Reading Specialist) K-12 Endorsement
2. Michigan Professional Teaching Certification
3. Diversity, Equity and Inclusion in Higher Education Certificate, The University of Michigan

### **4. Employment History**

**Full Professor**

**Promoted to Full Professor May 2022**

**Associate Professor**

**Promoted to Associate Professor May 2013**

**Appointed August 2007**

Reading and Language Arts

University of Michigan, Dearborn

**Assistant Professor**

Department of Literacy and Early Education  
California State University, Fresno

**August 2006 to June 2007**

**Primary Instructor**

TE 842 Advanced Reading and Language  
Arts Methods  
Michigan State University  
Supervised by Dr. Susan Florio-Ruane

**September 2004 to April 2006**

**Primary Instructor**

TE 802 Literacy Methods, Detroit Area Elementary Team  
Michigan State University  
Supervised by Dr. Susan Florio-Ruane and Judy Thompson

**September 2003 to April 2006**

**Primary Instructor**

TE 804 Literacy Methods, Detroit Area Elementary Team  
Michigan State University  
Supervised by Dr. Susan Florio-Ruane and Judy Thompson

**September 2003 to April 2006**

**Reading Specialist/Journalism Teacher**

Brownell Middle School, Grosse Pointe, MI

**August 1999 to June 2006**

**Self-Contained Teacher, Grade 3**

Bellevue Elementary School, Detroit, MI

**August 1998 to June 1999**

**Self-Contained Teacher, Grades 2-3**

Burt Elementary School, Detroit, MI

**August 1995 to June 1998**

**5. Professional Memberships**

American Educational Research Association (AERA)(member)  
Michigan Reading Association(MRA) (member)  
Literacy Research Association (LRA)(member and area chair)

## **b) Graduate Student Supervision**

*Dissertation Chair*

Nesreen Najm

Fatima Salamassi

Jerry Tait

*Member, Dissertation Committee, University of Michigan-Dearborn, Truman O. Hudson (2012-2013—Defended 9/13). Investigating student voice: A case study in bridging Bronfenbrenner's ecological systems theory in an economics teacher's classroom.*

## **7. Research Activities**

### **A. Publications**

#### **a) Published Book chapters**

- [1] Hill, K.D. (2022). Dimensions of global meaning making in a German secondary school: Through the lens of teachers' high expectations for immigrant and refugee youth. In L.C. Assaf, P. Sowat and K. Zammit. *Global Meaning Making: Disrupting and Interrogating International Literacy Research and Teaching*. Emerald Publishing.
- [2] **Hill, K.D. & Burke, C.J.** (2020). The education system of the United States: Equity in US K-12 and higher education. In S. Jornitz and M. Parreira do Amaral (Eds.), *Global Education Systems. The Global Education Systems of the Americas*. Springer Press.
- [3] **Hill, K.D.** (2012). We don't know how to teach those kids! A suburban teacher implements critical literacy with urban students. In L. Pardo, K. Highfield, & Florio-Ruane, S. (Eds.). *Standing for literacy: Teaching in the context of change*. NJ: Hampton Press.
- [4] **Hill, K.D.** (2010, reprint). Codeswitching pedagogies and African American student voices: Acceptance and resistance in an affluent suburb. In R.M. Bean and N. Heisey and C.M. Roller (Eds.). *Preparing reading professionals* (2nd ed.). International Reading Association.

#### **b) Papers Published or Accepted for Publication in Refereed Journals**

- [5] **Hill, K.D.** (2021). An in-service teacher's use of code-meshing pedagogies: Cultivating formal and informal contexts for writing development in a clinical setting. *Journal of Language, Identity, and Education*. DOI: 10.1080/15348458.2020.1863807.

- [6] Taylor, J.T., **Hill, K.D.**, & Tate, J. (2021). Learning Gardens and Social Education in Detroit. *Social Studies Teaching and Learning*.
- [7]. **Hill, K.D.** (2020). Perspectives of teachers of high performing immigrant youth in a German secondary school. *European Journal of Educational Research*, 9(3).
- [8] **Hill, K.D.**, Thomas-Brown, K., Shaffer, L. (2018). Sustainable communities, sustainable lives: Urban youth perspectives in an out of school writers' club. *Multicultural Perspectives*, 20(3), 148-161.
- [9] **Hill, K.D.** (2018). What urban parents want: A parent group's negotiation of school choice and advocacy efforts in underserved city schools. *Improving Schools*, 21(3), 1-16
- [10] **Hill, K.D.** (2017). A pre-service teacher's negotiation of culturally relevant texts with interracial themes. *Teacher Education and Practice*, 30(3), 487-501.
- [11] **Hill, K.D.** (2017). 12 texts that facilitate authentic reading strategies for novice, experimenting, and proficient readers. *Reading Improvement*, 54(4), 124-130.
- [12] **Hill, K.D.** (2016). A community-based parent group's collaboration and examination of the educational landscape to inform schooling options in Detroit: Findings from the first year. *School Community Journal*, 26(2), 185-213.
- [13] **Hill, K.D.** (2014) A second grade teacher's negotiation of multimodal literacies in an urban primary school. *Language & Literacy*, 16 (4), 1-14.
- [14] **Hill, K.D.** (2015) Welcoming Teye: How his English teacher embraced an African-American transfer student in a climate of changing demography in an affluent suburb. *Journal of Adolescent & Adult Literacy*, 57(4), 319-328.
- [15] **Hill, K.D.** (2013). Three mentor texts for supporting code-switching pedagogies. *Voices from the Middle*, 20(4), 10-16.
- [16] **Hill, K.D.** (2012). We're already comfortable with diversity: Preparing preservice teachers for culturally relevant reading pedagogy in an urban practicum. *Teacher Education Yearbook, Association of Teacher Educators*, 420-432.
- [17] **Hill, K.D.** (2012) Cultivating pre-service teachers toward culturally relevant literacy practices. *Issues in Teacher Education*, 21(2), 43-66.
- [18] **Hill, K.D.** (2013). Reclaiming Students' Voices: Fourth grader's discussion of the Great Migration in a climate of paced curriculum. *Journal of Advanced Academics*, 24, 141-163.
- [19] **Hill, K.D.** (2012). A first grade teacher's negotiation of book clubs in a high achieving high poverty urban primary school. *Language & Literacy*, 14(1), 1-21.

[20] **Hill, K.D.** (2009). Codeswitching pedagogies and African American student voices: Acceptance and resistance in an affluent suburb. *Journal of Adolescent & Adult Literacy*, 53(2).

[21] **Hill, K.D.** (2009). A historical analysis of desegregation and racism in a racially polarized region: Implications for societal conditions, teaching and learning, and transformation to enact culturally relevant pedagogy. *Urban Education*, 44(1).

[22] **Hill, K.D.** (2008). A grade 7 English teacher and his students' use of literate identity in a Detroit suburb experiencing a diversity problem: Providing access to standard and nonstandard writing conventions. *Perspectives on Urban Education*, 5(2).

[23] **Hill, K.D.** (2008). Conflict in a 6th grade book club: Rule driven discourse and its impact on turn-taking, involvement offense, and revoicing. *Michigan Reading Journal*, 40(2).

[24] **Hill, K.D.**(2008). Conflict in a 6th grade book club: Impact on a rule driven discourse. *Voices from the Middle*, 16(2).

### **c) Opinion Piece**

[25] Taylor, J., **Hill, K.D.**, Defauw, D. (2019). Why the Detroit literacy case matters to higher education. *Diverse Issues in Higher Education*.

### **d) Book Review**

[26] **Hill, K.D.** (2021). Creating school partnerships that work. *School Community Journal*, 31, (1), 333-342.

### **d)Creative Work—Documentary Short**

[27] **Hill, K.D.**, Producer (2021) My child's school journey in Detroit: Voices from the Best Classroom Project. Directed by Anthony Whittaker; Cinematography by Josh Bellers. Musical score by John Collins and Underground Resistance.

Featured at the University of Michigan Detroit Center—School Choice Workshop (February, 2022)

Featured at the Better Cities Film Festival, Detroit, MI (October 2021—Finalist; Audience Award)

Featured at The Lake Michigan Film Festival, East Lansing, MI(February, 2022--Nominee)

Featured at Central Michigan Film Festival, Mt. Pleasant, MI (February, 2022)

Featured at the Kiez Film Festival in Berlin (July 2022—Honorable Mention)

Featured at the World Urban Forum in Poland (July 2022)

Featured at the Detroit Trinity International Film Festival (August 2022—Best Documentary Short Award)

Accepted at the Mannheim Arts and Film Festival (October 2022—Best Documentary Short Award)

### **d)Papers Submitted for Publication in Refereed Journals**

[1] **Hill, K.D.** (second round of review) *Middle class parents' participation in a parent network*

and perspectives of school choice in Detroit: Findings from the first cohort: *Perspectives in Urban Education*.

[2]. **Hill, K.D.** (submitted under review) A critical examination of representations of urban minority youth and intra-racial diversity in Jason Reynold's Track Series. *Multicultural Perspectives*.

#### **Book in Progress:**

[1]. **Hill, K.D.** (in progress). My child's school journey in Detroit: Voices from innovator families of the Best Classroom Project.

#### **Manuscripts in Progress:**

[1]. **Hill, K.D.** (second round of review). Middle Class African American parents' perspectives of school choice in Detroit. *Journal of Advanced Academics*.

#### **(d) Conference Proceedings**

[28] **Hill, K.D.** (2012). Reading against Reading Counts and paced curriculum: Teacher candidates' use of culturally relevant texts in an urban practicum. *European Conference on Reading*, 2011, August, Mons, Belgium.

#### **B) Conference Presentations**

[1] **Hill, K.D.** (2022). Reading specialist's enactment of equity pedagogy during a pandemic era reading clinic, in collaboration with a Detroit agency. Paper presented at the annual meeting of the American Educational Research Association, virtual conference.

[2] **Hill, K.D.** (2021). African American parents' aspirations for academic rigor and reading programs during the pandemic era in Detroit schools. Paper presented at the annual meeting of the Literacy Research Association, Atlanta, GA.

[3] **Hill, K.D.** (2021) Reading specialist candidates' collaboration and negotiation of code-switching and code-meshing pedagogies in a clinical setting. Paper accepted at the annual meeting of the American Educational Research Association, virtual conference.

[4] **Hill, K.D.** (2021). Middle class parents' perspectives of reading programs in prospective schools inspired by parent network participation in Detroit. Paper accepted at the annual meeting of the American Educational Research Association, virtual conference.

[5] **Hill, K.D.** (2020) Reading specialist candidates' collaboration and negotiation of code-switching and code-meshing pedagogies in a clinical setting. Paper presented at the annual meeting of the Literacy Research Association, virtual conference.

[6] **Hill, K.D.** (2020) Middle class parents' perspectives of reading programs in prospective schools inspired by parent network participation in Detroit. Paper accepted at the annual meeting of the American Educational Research Association, virtual conference. Paper presented at the annual meeting of the Literacy Research Association, virtual conference.

[7] **Hill, K.D.** (2020). Middle class parents' participation in a parent network and perspectives of school choice in Detroit: Findings from the first cohort. Paper presented at the annual meeting of the Literacy Research Association, virtual conference.

- [8] **Hill, K.D.** (2019). A reading specialist candidate's negotiation of code-meshing pedagogies in a clinical setting. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- [9]. **Hill, K.D.** (2019). Pre-service teacher's use of code-meshing pedagogies in an urban practicum. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- 10]. **Hill, K.D.** (2019). Middle class parents' participation in a parent network and perspectives of school choice and reading curriculum in Detroit. Roundtable presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- [11]. **Hill, K.D.** (2019). Teaching in an era of the Syrian refugee crisis: Perspectives of teachers of high performing immigrant youth in a German secondary school. Paper presented at the European Conference on Reading. Copenhagen, Denmark.
- [12] **Hill, K.D.** (2018). Sustainable communities, sustainable lives: Urban youth perspectives in an out of school writer's club. Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.
- [13]**Hill, K.D.** (2018). Teaching in an era of the Syrian refugee crisis: Perspectives of teachers of high performing immigrant youth in a German secondary school. Paper presented at the annual meeting of the American Educational Research Association, New York, NY
- [14]**Hill, K.D.** (2018). Middle class parents' participation in a parent network and perspectives of school choice in Detroit. Paper presented at the annual meeting of the American Educational Research Association, New York, NY
- [15]**Hill, K.D.** (2018). 3 mentor texts for teaching code-switching pedagogies in the primary grades. Paper presented at the Michigan Reading Association Conference, Detroit, MI
- [16]**Hill, K.D.** (2018). An inservice teacher's use of code-switching pedagogies in a clinical setting. Paper presented at the Michigan Reading Association Conference, Detroit, MI
- [17]**Hill, K.D.** (2017). The perspectives of culturally responsive teachers of high performing immigrant youth in a German secondary school. Presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- [18]. **Hill, K.D.** (2016). Pre-service teachers' participation in parent teacher conferences in urban *primary schools: Bridging funds of knowledge with school literacy practices*. Presented as a paper at the annual meeting of the Literacy Research Association, Nashville, TN
- [19] **Hill, K.D.** (2016). An in-service teacher's use of code-switching pedagogies: Cultivating formal and informal writing contexts in a clinical setting. Presented as a paper at the annual meeting of the Literacy Research Association, Nashville, TN
- [20]. **Hill, K.D.** (2016). Discussant: "Culturally Responsive and Social Justice Focused Approaches to Literacy Methods Courses." Literacy Research Association, Nashville, TN.
- [21] **Hill, K.D.** (2016). Pre-service teachers' participation in parent teacher conferences in urban primary schools: Bridging funds of knowledge with school literacy practices. Poster presented at the annual meeting of the American Educational Research Association. Washington, DC.
- [22] **Hill, K.D.** (2015). A community-based parent group's examination of literacy practices in

high performing schools to inform school choice in Detroit: Findings from the first year. Research paper presentation at the annual meeting of the Literacy Research Association, Carlsbad, CA.

[23] **Hill, K.D.** (2015) What Urban Parents Want: A Parents Group's Negotiation of Schooling Options in an underserved school district. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.

[24] **Hill, K.D.** (2015) Urban parents' perspectives of organized school visits to inform advocacy and school choice in an underserved school district. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.

[25] **Hill, K.D.** (2015). A pre-service teachers' negotiation of culturally relevant texts with interracial themes. Presented at the annual meeting of the Michigan Reading Association, Grand Rapids, MI.

[26] **Hill, K.D.** (2014) A pre-service teachers' negotiation of culturally relevant texts with interracial themes. Presented at the annual meeting of the Literacy Research Association, Marco Island, FL.

[27] **Hill, K.D.** (2014) Discussant: "Strategic Approaches for Literacy Development." SIG Research in Reading and Literacy. Presented at The annual meeting of the American Educational Research Association, Philadelphia, PA.

[28] **Hill, K.D.** (2014) Roundtable Presentation: Fourth Graders' Negotiation of Varying Participation Discourses Surrounding the Great Migration in a High-Performing, High Poverty Urban Primary School. Presented at The annual meeting of the American Educational Research Association, Philadelphia, PA.

[29] **Hill, K.D.** (2013) Discussant: "Socially Just Explorations of Literacy." Presented at the annual meeting of the Literacy Research Association, Dallas, TX.

[30] **Hill, K.D.** (2013) Preservice teachers' use of culturally relevant texts to engage English Language Learners in an urban practicum. Presented at the annual meeting of the Literacy Research Association, Dallas, TX.

[31] **Hill, K.D.**(2013) Welcoming Taye: How his English teacher embraced an African American transfer student in an affluent suburb. Presented at the annual meeting of the Literacy Research Association, Dallas, TX.

[32] **Hill, K.D.** (2013). Preservice teachers' use of culturally relevant texts to engage English Language Learners in an urban practicum European Conference on Reading, Jonkoping, Sweden.

[33] **Hill, K.D.** (2012). Linking *The Watsons go to Birmingham-1963* and Multimodal Expository Texts: Cultivating pre-service teachers toward culturally relevant literacy practices. Presented as a research symposium with MSU LARC at the annual meeting of the Literacy Research Association Conference, December, 2012, San Diego, CA.

[34] **Hill, K.D.** (2012). Linking *The Watsons go to Birmingham-1963* and Expository Texts: Cultivating preservice teachers toward culturally relevant literacy practices. Presented as a research paper at the annual meeting of the Literacy Research Association Conference, December, 2012, San Diego, CA

[35] **Hill, K.D.** (2012). Fourth Graders' Negotiation of Varying Participation Discourses Surrounding the Great Migration in a High Performing, High Poverty Urban Primary School. Presented as a research paper at the annual meeting of the Literacy Research Association Conference, December, 2012, San Diego, CA

[36] **Hill, K.D.** (2012). Topic discussant for session on "Understanding Race/Language Labeling: Examining Racial Literacies and School Labeling based on English Language Learner (ELL) Student Populations", Literacy Research Association, December 2012, San Diego, CA.

[37] **Hill, K.D.** (2012). Linking *The Watsons go to Birmingham—1963* and Expository Texts: Cultivating Pre-Service Teachers Toward Culturally Relevant Literacy Practices. Presented as a research poster presentation at the annual meeting of the American Educational Research Association, April, 2012, Vancouver, Canada.

[38] **Hill, K.D.** Second graders' participation in book clubs in a high achieving, high poverty urban primary school. Presented as research paper at the annual meeting of the Literacy Research Association, December, 2011, Jacksonville, FL.

[39] **Hill, K.D.** Reading against Reading Counts and paced curriculum: Teacher candidates' use of culturally relevant texts in an urban practicum. Presented as a poster presentation at the annual meeting of the Literacy Research Association, December, 2011, Jacksonville, FL.

[40] **Hill, K.D.** Topic discussant for session on "Biliteracies." Literacy Research Association, December, 2011, Jacksonville, FL.

[41] **Hill, K.D.** Second graders' participation in book clubs in a high achieving, high poverty urban primary school. Presented as a poster presentation at the annual meeting of the National Council of Teachers of English, November, 2011, Chicago, IL.

[42] **Hill, K.D.** Reading against Reading Counts and paced curriculum: Teacher candidates' use of culturally relevant texts in an urban practicum. Presented as a research paper at the meeting of the New Literacies Conference, August, 2011, Detroit, MI.

[43] **Hill, K.D.** Reading against Reading Counts and paced curriculum: Teacher candidates' use of culturally relevant texts in an urban practicum. Presented as a research paper at the meeting of the European Conference on Reading, August, 2011, Mons, Belgium.

[44] **Hill, K.D.** We're already comfortable with diversity! Examining the perspectives of Teacher candidates toward culturally relevant literacy teaching in an urban practicum. Presented as a research paper at the European Conference on Reading, August, 2011, Mons, Belgium.

- [45] **Hill, K.D.** Preparing teacher candidates for culturally relevant teaching in an urban Practicum, Presented as a research paper at the annual meeting of the Michigan Reading Association, March, 2011, Grand Rapids, MI.
- [46] **Hill, K.D.** (2010). Second graders' participation in book clubs in a high achieving, high poverty urban primary school. Presented as a research paper at the annual meeting of the Michigan Reading Association, March, 2010, Detroit, MI.
- [47] **Hill, K.D.** We don't know how to teach those kids! A suburban teacher implements critical literacy with urban students. (S. Florio-Ruane, Chair I Discussant). Alternative Format, Standing for literacy: Teaching in the context of change. December, 2009, National Reading Conference, Albuquerque, New Mexico.
- [48] **Hill, K.D.** First graders' participation in book clubs in a high achieving, high poverty Urban primary school. National Reading Conference, December 2009, Albuquerque, New Mexico.
- [49] **Hill, K.D.** First graders' participation in book clubs in a high achieving, high poverty Urban primary school. Presented as a research paper at the European Conference on Reading, August, 2009, Braga, Portugal.
- [50] **Hill, K.D.** Preparing pre-service teachers for culturally relevant reading pedagogy in A piloted urban practicum. Presented as a roundtable at the annual meeting of the American Association of Colleges of Teacher Education, February, 2009, Chicago, IL.
- [51] **Hill, K.D.** Preparing pre-service teachers for culturally relevant reading pedagogy in a piloted urban practicum. Presented as a research paper at the annual meeting of the American Educational Research Association, April, 2009, San Diego, CA.
- [52] **Hill, K.D.** The nature of structure and literacy practices in a high achieving, high poverty urban primary school. Presented as a research paper at the University of Pennsylvania Urban Ethnography Forum, February, 2009, Philadelphia, PA.
- [53] **Hill, K.D.** A first grade teacher's negotiation of mandated curriculum and Book clubs in an urban primary school. Presented as a research paper at the University of Pennsylvania Urban Ethnography Forum, February, 2009, Philadelphia, PA.
- [54] **Hill, K.D.** Historical Divisions of Race and Class in a Detroit Suburb: An Analysis of a Forgotten History and Transformation Toward Culturally Relevant Pedagogy. Presented as a roundtable discussion at the annual meeting of the American Educational Research Association, April, 2008, New York, NY.
- [55] **Hill, K.D.** Beyond Heroes and Holidays: A 6th grade teacher's enactment of multicultural education throughout the year. Presented as a research paper at the annual meeting of the American Educational Research Association, April, 2008, New York, NY.

[56] **Hill, K.D.** A Grade 7 Teacher's Enactment of Critical Discourse of Controversial Literature in an Affluent Suburb Experiencing Problems of Residency. Presented as a research paper at the annual meeting of the American Educational Research Association, April, 2008, New York, NY.

[57] **Hill, K.D.** The Nature of Writing Opportunities among AAVE speakers in a Reading First Urban Primary School. Presented as a poster presentation at the International Reading Association Conference, May, 2008, Atlanta, GA.

[58] **Hill, K.D.** The Nature of Writing Opportunities in a Reading First Urban Primary School. (S. Florio-Ruane, Discussant). Invited Symposium at the annual meeting of the National Reading Conference, December, 2007, Austin, TX.

[59] **Hill, K.D.** Beyond Heroes and Holidays: A 6th grade teacher's enactment of multicultural education throughout the year. Presented as a research paper at the Michigan Reading Association Conference, May, 2008, Detroit, MI.

[60] **Hill, K.D.** The Nature of Writing Opportunities in a Reading First Urban Primary School. (S. Florio-Ruane, Discussant). Invited Symposium at the annual meeting of the National Reading Conference, December, 2007, Austin, TX.

[61] **Hill, K.D.** A Grade 7 Teacher's Enactment of Literature-Based Instruction Surrounding Multicultural Literature. Research Poster Session presented at the annual convention of the International Reading Association, May, 2007, Toronto, Ontario.

[62] **Hill, K.D.** (2007). A Grade 7 Teacher and His Students' Negotiation of Literate Identity in an Affluent Suburb Experiencing a Diversity Problem: Providing Access to Standard and Nonstandard Writing Conventions. Paper presented at the annual meeting of the American Educational Research Association, April, 2007, Chicago, IL.

[63] **Hill, K.D.** A Grade 7 Teacher and His Students' Negotiation of Literate Identity in An Affluent Suburb Experiencing a Diversity Problem: Providing Access to Standard And Nonstandard Writing Conventions. (A.H. Dyson, Chair). Paper presented at the annual meeting of the National Council of Teachers of English. November, 2006, Nashville, TN.

[64] **Hill, K.D.** A Grade 7 Teacher's Enactment of Controversial Discourse Surrounding Multicultural Literature. (Presenter and Chair) Paper presented at the National Reading Conference, December, 2006, Los Angeles, CA.

[65] **Hill, K.D.** A Grade 7 Teacher and His Students' Negotiation of Literate Identity in An Affluent Suburb Experiencing Problems of Residency: Enactment of Codeswitching Pedagogies. Paper presented at the Learning Conference, July, 2006, Montego Bay, Jamaica.

[66] **Hill, K.D.** Literature-Based Instruction that Posits Critical Race Theory and Culturally Relevant Pedagogy: A Grade 7 Teacher's Enactment in an Affluent Suburb Experiencing

Residency Issues. Paper presented at the University of Pennsylvania Urban Ethnography Forum, February, 2006, Philadelphia, PA.

[67] **Hill, K.D.** Diverse Learners in an Affluent Suburban School Experiencing Residency Issues: A Grade 7 Teacher's Enactment of Literature-Based Instruction and Culturally Relevant Pedagogy. In *Still Point in a Turning World: Literacy Teaching in the Context of Reform* (S.Florio-Ruane, Chair). Invited symposium for the annual meeting of the National Reading Conference, December, 2005, Miami, FL.

[68] **Hill, K.D.** Case Study and Practitioner Research. A Roundtable in S. Florio-Ruane's National Conference on Research in Language and Literacy Presidential Session; *Writing the Knowledge of Our Field: Emergent Rhetoric and Genres in Research by and About Teachers of Literacy*. Invited symposium for the annual meeting of the National Council of Teachers of English, November, 2005, Pittsburgh, PA.

[69] **Hill, K.D.** A Grade 7 Teacher's Enactment of Literature-Based Instruction in an Affluent, Suburban Context. Paper presented at the University of Pennsylvania Urban Ethnography Forum, February 2005, Philadelphia, PA.

[70] **Hill, K.D.** A Grade 7 Teacher's Enactment of Literature-Based Instruction in an Affluent, Suburban Context. Paper presented at the annual meeting of the American Educational Research Association, April, 2005, Montreal, Quebec.

[71] Suburban Context. Paper presented at the Minority Graduate Student Association Conference at the University of Chicago, May, 2005, Chicago, IL.

[72] **Bacher, K.D.** The Literacy Circle: Learning as Professionals. Symposium presented at the annual meeting of the International Reading Association, May, 2000, Indianapolis, IN.

[73] **Bacher, K.D.** The Literacy Circle: Learning as Professionals . Symposium presented at the annual meeting of the Michigan Reading Association, March, 2000, Detroit, MI.

### **C. Academic Service Learning Civic Engagement Project**

[1] Academic Service Learning course designation for EDD 467 Practicum, 500.00

[2] Academic Service Learning fellow for 2013-14 academic year, 1000.00

### **D. Awarded Research Grants**

[1] K.D. Hill (PI). My Child's Middle School Journey in Detroit: Voices from the Best Classroom Project. 15,000, *Campuswide Scholars Grant*, 2022.

[2] K.D. Hill (PI) A community-based parent group's negotiation of school choice and advocacy efforts in Detroit. 7500.00, *Campuswide Research Initiation and Development Grant*, 2019.

- [3] K.D. Hill (PI). An examination of teachers of immigrant youth in Germany, 6000.00, *Campuswide SEED Grant, 2016*
- [4] M.A. Adler, D. Defauw & Hill, K.D., *Campuswide Improving Teacher Quality Grant*, 3200.00
- [5] **K.D. Hill**, (PI), Pre-service teachers' enactment of family literacy practices in urban primary schools, 5000.00, *Campuswide Community Based Research Grant, 2014*.
- [6] **K.D.Hill**, (PI), An examination of literacy practices in a high performing urban primary school, 6,000, Campuswide Seed grant, 2009.

#### **E. Awarded Travel Grants**

- [1] Awarded Travel Grant (500.00) from the Commission for Women to support travel to AERA, 2012.
- [2] Awarded Travel Grant (800.00) from the Office of Research and Sponsored Programs to support travel to the European Conference on Reading, 2011.
- [3] Awarded Travel Grant (500.00) from Commission for Women to support travel to AERA, 2009.

#### **F. External Grants Submitted**

- [1]. A community-based parent group's negotiation of school choice and advocacy efforts in Detroit. \$49,867.00. The Spencer Foundation (not funded)
- [2] What Urban Parents Want: Urban Parents' Negotiation of Schooling Options in an underserved school district, \$49,467.00. The Spencer Foundation (not funded)

#### **7. Media and Communications**

Newsy Morning News Flash: Back to School (August, 2022)

The University of Michigan-Dearborn Legacy Magazine: Producing Research...and a Movie by Lou Blouin (August, 2022)

The University Record: Dara Hill finds resonating way to share research by Lou Blouin (December 2021)

The University of Michigan-Dearborn Reporter: Dara Hill finds resonating way to share research by Lou Blouin (December 2021)

Back to School: Getting the Okay for K-12 Students. 1A with Jenn White. (July, 2021)

Educators look to address COVID learning losses. Newsy with Amber Hunt (June, 2021)

Bridge Michigan Michigan teens' anxiety increased during COVID. Resources to help did not. Ted Roelofs (July 2021)

University of Michigan-Dearborn Reporter: How serious is the COVID “learning gap?” A UM-Dearborn education professor talks about the impact of pandemic learning, how we can catch students up, and why the K-12 classroom may never be the same. Lou Blouin (April, 2021)

The University of Michigan-Dearborn Reporter: What Detroit’s newcomer families are doing about schools by Lou Blouin (October, 2019).

Invited panelist for Mark Rosenbaum Forum, “Gary B. vs. Snyder, Reading is a Fundamental Right” moderated by Dr. Julie Taylor. (March, 2019)

Invited panelist, for “Schools of Choice?” forum, moderated by Dr. Henry Meares  
The University of Michigan Detroit Center (February, 2016)

The University Reporter: Educational exploration: CEHHS professor starts group to help Detroit parents research schools by Sarah Tuxbury(March, 2015)

Time.com: Inside Detroit’s Plan to Woo the Middle Class to its Public Schools by Sarah Butrymowicz (November, 2014)

Hechinger Report: an extended version of Inside Detroit’s Plan to Woo the Middle Class to its Public Schools (November, 2014)

WJR: Discussion of school choice in Detroit with M.L. Elrick (January, 2015)

Detroit Today, WDET: Finding Good Schools Through the Best Classroom Project, with M.L. Elrick (September, 2014)

Michigan Radio and Michigan; Detroit Bankruptcy and Beyond—Benchmark: Schools by Sarah Cwiek. (June, 2014)

## **8. Service Activities**

### **a) University Service**

#### **Campus-wide Committees**

Faculty Senate (2021-present)

Selection Committee: Distinguished Service Award (2019)

General Education Assessment Subcommittee(2017-2019) (2021-present)

General Education Subcommittee (2014-2015)

ECEC Advisory Board (member) (2012 to present)

CEHHS Oversight Committee, University of Michigan-Dearborn (member) (2012-2013)

Difference Makers Committee, University of Michigan-Dearborn (member) (2012-2015)

IRB Committee, University of Michigan-Dearborn (member) (2011 to December 2018)

LEO review committee, CASL, University of Michigan-Dearborn (member) (2011 to 2012)

Graduate Board, University of Michigan-Dearborn (member) (2008 to 2010)

### **College of Education Committees**

Secondary English Grade Band Committee (chair) (2021-present)

Secondary Professional Standards and Clinical Experiences Committee (member) (2021-present)

Elementary Grade Bands Committee (member 2020-present)

Faculty Secretary (2019-present)

ELA Search Committee (2019)

Academic Integrity Board (2017-present)

Executive Committee, University of Michigan-Dearborn (member) (2014-2016)

Tenure and Promotion Subcommittee (member) (2015-present)

EdD Subcommittee, University of Michigan-Dearborn (member) (2014-2016) (2021-present)

Professional Dispositions Committee, University of Michigan-Dearborn (member) (2010)

Doctoral Committee, University of Michigan-Dearborn(member) (2010 to 2012) (2014)

ELA Search Committee, University of Michigan-Dearborn (member) (2010 to 2011)

M-Portfolio Committee, University of Michigan-Dearborn (member) (2011 to 2011)

TEAC Committee, Claim 1, University of Michigan-Dearborn (member)( 2010 to 2011)

Dean Search Committee, University of Michigan- Dearborn (member) (2009 to 2010)

Elementary Standards Committee, University of Michigan-Dearborn (member) (2008 to 2009)

Practicum Committee, University of Michigan, Dearborn (member) (2008 to 2009)

### **Service in the Community**

Michigan Department of Education English Language Learner Advisory Board (2018-19)

Facilitator of the Best Classroom Project(2013-present)

Facilitator of the Osborn Writer's Club (Summer 2015)

### **b) Professional Activities**

#### **Editorial Review Board**

*Reading Horizons* (2020-present)

*Michigan Reading Journal* (2017-2018)

#### **Journal Reviewer**

Journal of Advanced Academics (2018-present)

Urban Education (2010 to present)

Journal of Literacy Research( 2010 to present)

Journal of Research in Reading ( 2011 to present)

Teachers College Record (2007 to present)

Review of Educational Research (2007 to present)

#### **Area Chair**

Literacy Research Association, Area 2, Teacher Education (2017-present)

### **Reviewer for the Following Conferences**

Literacy Research Association (2008 to present).

Division K: Teacher Education, American Educational Research Association (2008 to present).

Division B: Curriculum Studies, Diversity Perspectives and Practices, American Educational Research Association (2005 to present)

### **c) Other Services**

Panel Discussion for Assistant Professors, University of Michigan-Dearborn (invited panelist) (2009)

Commencement Exercises, University of Michigan-Dearborn (participant) (on-going)

University Convocation Exercises, University of Michigan, Dearborn (participant) (2007-present)

## **9. Synergistic Activities**

Detroit Public Schools—Gompers Elementary School, Detroit, Michigan

- Collaborated with reading and language arts teachers to implement the Book Club curriculum and examine teachers' perspectives for instructional beliefs. **Key Result:** The results of this research have been accepted for publication in *Journal of Advanced Academics* (April 2013; published in *Language and Literacy* (2012)(February 2008 to present)
- FLICS (Foreign Language Immersion and Cultural Studies) and Edison Elementary schools. Collaborated with principals and teachers in the preparation of pre-service teachers for culturally relevant literacy pedagogy. **Key Result:** The results of this research have culminated into a Community-Based research grant to support preparation of pre-service teachers' work with parents in Detroit Public Schools. A *School Community Journal* article has been accepted with minor revision and reflects the pre-service teachers' collaboration with parents. (2015-present). This research culminated into supervising one pre-service teacher's (Robin Wilson) presentation at the Meeting of the Minds conference at Oakland University entitled: Foreign Language Immersion in an Urban Context: A Culturally Responsive Approach to Teaching French to African American Kindergarten Students in May 2017. Manuscript in progress.

Westwood Community Schools—Thorne, Daly and Tomlinson Schools, Dearborn Heights, Michigan.

- Collaborated with faculty, principals, reading specialists and teachers in the preparation of pre-service teachers for culturally relevant literacy pedagogy. **Key Result:** The results of this research have resulted in a Community-Based Research grant to support preparation of pre-service teachers' work with parents in Westwood Schools. Articles have been published in *Issues in Teacher Education, European Conference on Reading Proceedings, and Teacher Education Yearbook, Association of Teacher Educators*. (January 2007 to present)

Michigan State University—Literacy Achievement Research Center (LARC), East Lansing, Michigan.

- Collaborated with faculty and researchers in urban, suburban, and rural educational contexts in the examination of promising literacy practices in a climate of high stakes testing pressures.  
**Key Result:** The results of this research have been published in L. Pardo, K. Highfield, & Florio-Ruane, S. (Eds.). *Standing for literacy: Teaching in the context of change*. NJ: Hampton Press. (September 2004 to January 2011).