Dr. Tim A Kinard

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Curriculum And Instruction
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Professional Positions

Associate Professor, Texas State University. (September 2017 - Present).

Graduate Elementary Education Program Coordinator. (January 2017 - Present).

Assistant Professor, Texas State University. (August 2011 - May 2017).

Lecturer or Adjunct Faculty, Texas State University. (January 2006 - December 2011).

Classroom Teacher: Kindergarten, Mathews Elementary, AISD. (August 2005 - December 2006).

Classroom Teacher: Pre-Kindergarten, Kindergarten, 2nd grade, Mathews Elementary, AISD; Graham Elementary, AISD; HabibiÂ's Hutch Preschool; Norman Elementary, AISD, (January 1992 - December 2001).

Education

PHD, University of Texas at Austin, 2006.
Major: Curriculum and Instruction

MA, University of Texas at Austin, 2001.
Major: Curriculum and Instruction

BA, Baylor University, 1990.
Major: Anthropology and Journalism

Licensures and Certifications

Early Childhood Education (grades EC-4), Texas State Board for Educator Certification. (December 4, 2016 - Present).

Elementary English (Lifetime certificate), Texas State Board for Educator Certification. (May 1, 1994 - Present).

Elementary Self-contained (Lifetime certificate), Texas State Board for Educator Certification. (May 1, 1994 - Present).

Professional Memberships

National Council of Teachers of English. (August 2021 - Present).

Professors of Curriculum Honorary Society. (2017 - Present).

Early Childhood Coalition of Hays County. (2015 - Present).

American Education Research Association. (2012 - Present).

International Organization for Reconceptualizing Early Childhood Education. (2012 - Present).

National Association for the Education of Young Children. (2012 - Present).

Texas Association for the Education of Young Children. (2012 - Present).

Awards and Honors

Honorable Mention: Outstanding Book of 2022, Professors of Education -- AERA. (April 15, 2023).

Alphi Chi Favorite Professors, Texas Iota Chapter of Alpha Chi National Collegiate Honor Society. (2018).

Alphi Chi Favorite Professors, Texas Iota Chapter of Alpha Chi National Collegiate Honor Society. (2017).

Inducted into Membership to Professors of Curriculum, Professors of Curriculum (POC) Honorary Society. (April 27, 2017).

Alphi Chi Favorite Professors, Texas Iota Chapter of Alpha Chi National Collegiate Honor Society. (2016).

Alphi Chi Favorite Professors, Texas Iota Chapter of Alpha Chi National Collegiate Honor Society. (2015).

Alphi Chi Favorite Professors, Texas Iota Chapter of Alpha Chi National Collegiate Honor Society. (2013).

Alphi Chi Favorite Professors, Texas Iota Chapter of Alpha Chi National Collegiate Honor Society. (2012).

Publications

Illescas Glascock, M. L., Martinez, E. V., Kinard, T. A., & Hemenway, R. L. (2023). Constructing Bridges: Play and Choice Based Inquiry in a Public School. *Early Years: Official Journal of TXAEYC*, *44*(2), 6–10.

Illescas Glascock, M. L., Martinez, E. V., Hemenway, R. L., & Kinard, T. A. (2023). Construyendo Puentes: Juego constructivo e investigación basada en la elección en una escuela pública. *Early Years*, *44*(2), 11–15.

Kinard, T. A., Gainer, J. S., Valdez-Gainer, N., Long, S., & Volk, D. (2021). Interrogating the “Gold Standard”: Play-Based Early Childhood Education and Perpetuating White Supremacy. *Theory into Practice*. Published. https://doi.org/https://doi.org/10.1080/00405841.2021.1911587

Kinard, T. A., & Cannella, G. S. (Eds.). (2021). *Childhoods in More Just Worlds: An International Handbook* (T. A. Kinard & G. S. Cannella, Eds.). Myers Education Press. https://myersedpress.presswarehouse.com/browse/book/9781975504113/Childhoods-in-More-Just-Worlds

Kinard, T. A., Gainer, J. S., & Valdez-Gainer, N. (2021). *Play-based early childhood education and perpetuating white supremacy*. Published.

Kinard, T. A., & Cannella, G. S. (2021). Justice Mapping: Making Theoretical Kin With/in Childhood Studies. In *Childhoods in More Just Worlds: An International Handbook* (pp. 175–190). Myers Education Press.

Cannella, G. S., & Kinard, T. A. (2021). Preface: Childhoods in More Just Worlds -- An International Handbook. In *Childhoods in More Just Worlds: An International Handbook*. Myers Education Press.

Kinard, T. A., & Gainer, J. S. (2020). Exploring borders in a Texas prekindergaraten: Storytelling from the in-between. *The New Educator*, *16*(2), 149–170.

Kinard, T. A., Gainer, J. S., & Huerta, M. E. (2018). *Power play : Explorando y empujando fronteras en una escuela en Tejas through a multilingual play-based early learning curriculum: Vol. 4*. Peter Lang Publishing Inc. https://doi.org/10.3726/b11316

Kinard, T. A. (2016). Playgrounds: A Historical Contextualization. *Young Children*, *70*(4), 92–95.

Kinard, T. A., & Gainer, J. S. (2016). Leading by following: An introduction to Verbal Mapping as naming abstract, affective realia and promoting social-emotional meaning-making in a language-rich curriculum. *English in Texas*, *44*(1), 30–35.

Kinard, T. A. (2016). Anonymous green painting: An artifact of resistance as danger and hope in an early childhood educational setting. *QSE: International Journal of Qualitative Studies in Education*, *28*(2), 195–2015. https://doi.org/10.1080/09518398.2013.859325

Kinard, T. (2016). Talking science in an ESL pre-K: Theory-building with Realia. *Dimensions of Early Childhood*, *43*(1), 16–24.

Kinard, T. A. (2015). Flying over the school: Superhero play, friend or foe?. In K. Koralek & K. Charner (Eds.), *Spotlight on Young Children: Exploring Play*. NAEYC.

Kinard, T. A. (2014). Emotional Learning and Violent Play: Sword Fighting in Summer School. *Early Years*, *35*(2), 20–23.

Kinard, T. a. (2014). Flying over the school: Superhero play, friend or foe?. *Young Children*, *69*(2), 16–23.

Gainer, J., Valdez-Gainer, N., & Kinard, T. A. (2013). The elementary bubble project: Exploring critical media literacy in a fourth-grade classroom. In *Transforming practice: Critical issues in equity, diversity and education*.

Gainer, J. S., Valdez-Gainer, N., & Kinard, T. A. (2012). The elementary bubble project: Exploring critical media literacy in a fourth-grade classroom. In J. Soler (Ed.), *Transforming practice: Critical issues in equity, diversity and education*. Open University Press & Trentham Books.

Kinard, T. A. (2012). Deconstructing Delphinium: Violence and flowers in Rousseau's Emile and Henke's Chrysanthemum. *Children's Literature in Education*, *43*(4), 292–312. https://doi.org/10.1007/s10583-012-9171-6

Kinard, T. A., & Gainer, J. S. (2012). Kissing G.I. Joes: Wide-awake, critical connoisseurship in critical media literacy pedagogy. *JCT: Journal of Curriculum Theorizing*, *28*(1), 108–125.

Kinard, T. A., & Hamilton, D. (2010). What's at play in the work of ECE?: The storytelling curriculum, artful stories, and postmodern picturebooks. *Language Arts*, *88*(2), 161–168. Language Arts.

Gainer, J., Valdez-Gainer, N., & Kinard, T. (2009). The Elementary bubble project: Exploring critical media literacy in a fourth-grade classroom. *The Reading Teacher*, *62*(8), 674–683. https://doi.org/10.1598/RT.62.8.5

Kinard, T. (2007). *Kimiko quest*. Harcourt Publishing Group.

Kinard, T. (2007). *The amazing adventures of ordinary girl*. Harcourt Publishing Group.

Kinard, T. (2007). *People and water*. Harcourt Publishing Group.

Kinard, T. (2006). *Piano man*. Harcourt Publishing Group.

Kinard, T. (2006). *Sky skating*. Harcourt Publishing Group.

Kinard, T. (2003). Fruit flies like a banana: Historicity and the rhizome. *International Journal of Qualitative Research in Education*, *16*(5), 711–712. https://doi.org/10.1080/0951839032000142977

Presentations

Hemenway, R. L., Illescas Glascock, M. L., Kinard, T. A., Martinez, E. V., Engaging Pedagogy Conference, "Constructive Play and Choice-Based Inquiry Curriculum in a Public Pre-K," The Center for Teaching and Learning at Texas Lutheran University, Texas Lutheran University, Seguin, TX. (May 15, 2024).

Hemenway, R. L., Illescas Glascock, M. L., Kinard, T. A., "Fall 2023 Bonham Pre-K Play and Inquiry Updates." (August 11, 2023).

Hemenway, R. L., Kinard, T. A., "Connecting Children's Play and Inquiry to the Standards: Documentation as a Tool for Teachers." (May 31, 2023).

Hemenway, R. L., Kinard, T. A., Illescas Glascock, M. L., "Diálogos: Conversations in ECE, Session 3," Bonham Pre-K. (November 9, 2022).

Hemenway, R. L., Illescas Glascock, M. L., Kinard, T. A., "Diálogos: Conversations in ECE, Session 2," Bonham Pre-K. (October 19, 2022).

Illescas Glascock, M. L., Hemenway, R. L., Kinard, T. A., "Diálogos: Conversations in ECE, Session 1," Bonham Pre-K. (October 12, 2022).

Illescas Glascock, M. L., Hemenway, R. L., Kinard, T. A., "Play and Inquiry for Bears and Bobcats: Setting the Stage for 2022-23." (August 15, 2022).

Kinard, T. A., Annual Meeting of the American Educational Research Association, "Reimagining Play: Critical examinations of Gender, Race, and the More Than Human," AERA, San Diego, CA. (April 21, 2022).

Hemenway, R. L., Illescas Glascock, M. L., Kinard, T. A., "Play and Inquiry 101," Bonham Prekindergarten, San Marcos CISD. (April 13, 2022).

Hemenway, R. L., Ilescas-Glascock, M. L., Kinard, T., 2022 Austin Chapter of TXAEYC Conference, "2 Kinds of “Play”, Multiple Languages, 1 set of Standards: How we meet the standards through Constructive Play and Storytelling/Story-acting in a multilingual, public, preK setting," Austin Chapter of TXAEYC, Thompson Conference Center, Austin, TX. (March 5, 2022).

Gainer, J. S., Kinard, T., Long, S., Valde-Gainer, N., Volk, D., National Council for Teachers of English Annual Conference, "Play-based early childhood education and the perpetuation of white supremac," National Council for Teachers of English, Online. (2021).

Cannella, G., Johnson, M. W., Huerta, M. E., Kinard, T. A., Reconceptualizing Early Childhood Education (RECE), "Becoming(s)with/As Las Fronteras - Living Multiplicity and Liminality," New Mexico State University, Las Cruces, NM. (November 3, 2019).

Kinard, T. A., Border/lands and (Be)longings Tierras Fronterizas y (Ser)Pertenecer, "Woodworking in the Floodplane: In-between the Borders of “a” Moment [with]in “a” Curricul[a] Becoming.," Reconceptualizing Early Childhood Education International (RECE), New Mexico State University, Las Cruces. (November 3, 2019).

Kinard, T. A., Pre-K 4 SA Ignite Conference, "Constructive Play Lab: A Multicultural STEAM Roller," PK4SA, San Antonio. (June 2019).

Kinard, T. A., Gainer, J. S., Huerta, M. E., Leveraging Education Research in a “Post-Truth” Era: Multimodal Narratives to Democratize Evidence, "Explorando y empujando borders and the in-between in a public, early childhood education, summer program.," American Educational Research Association [AERA] Annual Conference, Toronto, Canada. (April 2019).

Kinard, T. A., Gainer, J. S., Huerta, M. E., Leveraging Education Research in a “Post-Truth” Era: Multimodal Narratives to Democratize Evidence, ""Becoming curriculua” in a landscape of reluctance: Crossing borders in a southern-state public pre-k," American Educational Research Association [AERA] Annual Conference, Toronto, Canada. (April 2019).

Huerta, M. E., Gainer, J. S., Kinard, T. A., Literacy Research Association Annual Conference, "Emergent bilinguals tell their stories and build their worlds: A centerpiece for building community and for enacting love," Indian Wells, CA, United States. (2018).

Hemenway, R. L., Huerta, M. E., Gainer, J. S., Kinard, T. A., Texas Association for the Education of Young Children (TxAEYC) Annual Conference, "Emergent bilinguals tell their stories and build their worlds: A centerpiece for building community and for enacting love.," TxAEYC, Galveston Convention Center, Galveston. (October 12, 2018).

Kinard, T. A., Hemenway, R. L., Professional development workshop presented to the early childhood faculty of the San Marcos Consolidated Independent School District [SMCISD],, "Documenting, and designing environments for play and inquiry.," San Marcos Consolidated Independent School District [SMCISD], Bonham Prekindergarten, San Marcos TX., San Marcos. (August 21, 2018).

Kinard, T. A., Aannual meeting of the Professors of Curriculum during the annual conference of the American Association for Educational Research [AERA], New York, NY., "Power play, explorando y empujando fronteras en Tejas through a multilingual play-based early learning curriculum," Professors of Curriculum, Annual Conference AERA, New York. (April 2018).

Zapp, T. L. (Co-presenter), Kinard, T. A. (Co-presenter), Hemenway, R. L. (Co-presenter), Bonham PreKindergarten School Faculty Professional Development, "Constructive Play Labs, the next steps: Implementing, facilitating and assessing open-ended constructive play in a multi-classroom environment during the school year.," Texas State Curriculum & Instruction, Bonham PreKindergarten School, San Marcos, TX, United States. (November 1, 2017).

Kinard, T. A., Gainer, J. S., the annual Reconceptualizing Early Childhood Education Conference, "Exploring and Pushing on Borders in a Texas public Pre-K [Explorando y Empujando Fronteras en una escuela in Tejas]: What we have learned about curricula and activism from RECE and implemented in the landscape of reluctance that is Texas public schooling," RECE, Ryerson University, Toronto, Canada. (October 2017).

Kinard, T. A., Huerta, M. E. S., TEXAS Association of Education of the Young Child 53rd Annual Conference, "The Constructive Play Lab: STEM and culturally relevant explorations with recycled materials," TAEYC, San Antonio, TX, United States. (October 19, 2017).

Kinard, T. A., Huerta, M. E., Gainer, J. S., Caminitos Collaborative, "Research presentation: Activist research through collaboration, constructive play and the storytelling curriculum.." (2016).

Huerta, M. E. S., Kinard, T., Gainer, J. S., Annual meeting of the Literacy Research Association, "Bilingual Session: Experiencias BilingÄ_es: Using a storytelling curriculum to create space for language inclusiveness in a multilingual summer school: bright boundaries and border crossings. Paper presented at the annual meeting of the Literacy Research A," Literacy Research Association, San Diego, CA, United States. (November 15, 2016).

Kinard, T., Gainer, J., "Caterpillars versus raindrops: Challenges and implications for early childhood education, English as a second language, science, and theory-building in unexpected out-of-doors spaces," National Association for the Education of Young Children. (November 14, 2016).

Kinard, T. A., meeting of the Reconceptualizing Early Childhood Education Conference, "Going beyond the binary of Western scientific thought and [0]ther world views in the ESL pre-k classroom: The "artful story" as an intersection of an "ethic of resistance" an "intra-active" science curriculum and codes to power," State College, PA, United States. (November 12, 2016).

Kinard, T. A., Gainer, J. S., the annual meeting of the Literacy Research Association, "The "Artful Story": One pre-kindergarten teacher's efforts to integrate literacy and science in an ESL classroom," San Diego, CA, United States. (November 12, 2016).

Kinard, T. A., 15th Annual Fall Annual Texas State Teachers' Conference, "It's Dark and Lonely for a Transformer in a Backpack: Creating a space for critical media literacy in the early childhood classroom." (October 12, 2016).

Kinard, T. A., meeting of the Reconceptualizing Early Childhood Education Conference, "'I think those G.I. Joes are kissing': Wide-awake, critical connoisseurship in early childhood educational settings," London, United Kingdom. (October 11, 2016).

Kinard, T. A., Professional Devlopment workshop for in-service early childhood educators, "Flying Over the School: Superhero Play, Friend or Foe?," Austin, TX, United States. (October 11, 2016).

Gainer, J.S., Kinard, T., Paper presented at the meeting of Curriculum and Pedagogy, "Toward theoretical structure, Away from procedural structure: Opportunities for creating democratic educational practices through decentering the instructor in a teacher education master's program," Marble Falls, TX, United States. (October 7, 2016).

Kinard, T., Presented a workshop for inservice preschool teachers toward their accumulation of professional development hours, "Reconceptualizing the pre-K curriculum," Austin, TX, United States. (September 6, 2016).

Kinard, T., Presented a workshop for inservice preschool teachers toward their accumulation of professional development hours, "Teacher identity and "childhood": social constructions in our classrooms," Austin, TX, United States. (September 5, 2016).

Kinard, T., Presented a workshop for inservice preschool teachers toward their accumulation of professional development hours, ""Use your words": A reexamination of the pre-K mantra," Austin, TX, United States. (September 4, 2016).

Kinard, T., Presented as a workshop for new hires of supervisors of student interns at the University of Texas at Austin, "Rethinking ECE: toward a new way of seeing ourselves and our interns." (September 4, 2016).

Goldstein, L.S., Kinard, T., Presented as a workshop for new hires of supervisors of student interns at the University of Texas at Austin, "Rethinking ECE: toward a new way of seeing ourselves and our interns." (September 2, 2016).

Thompson, J., Huber, M., Kinard, T., Hallman, D., Annual Convention of the Texas Association for the Education of Young Children, "Boys in school: Continuing the Conversation," Texas Association for the Education of Young Children, Galveston, TX, United States. (August 15, 2016).

Assaf, L., Lee, K., Kinard, T. A., Gainer, J. S., Jacobs, J., meeting of the American Educational Research Association Conference, "A continuum of critical consciousness: Complexities of a professional book club with teacher educators," Denver, CO, United States. (May 10, 2016).

Kinard, T. A., Gainer, J. S., the meeting of the American Educational Research Association Conference, "Additive science instruction: Overlapping Western scientific inquiry and other worldviews in educational settings for the very young," San Francisco, CA, United States. (April 13, 2016).

Kinard, T. A., Annual Association for Supervision and Curriculum Development Conference & Exhibit Show, "The 'teacher in my head': Learning to listen and talk back," San Antonio, TX, United States. (March 10, 2016).

Kinard, T., Paper presented at the meeting of the Association for Supervision and Curriculum Development Conference & Exhibit Show, "Killing the child: Reimagining early childhood through poetic violence," Orlando, FL, United States. (March 9, 2016).

Kinard, T. A., Gainer, J. S., Huerta, M. E., Caminitos Collaborative Center for P-16, "Preliminary research findings on early childhood learning through play: Play & inquiry summer workshop," Health and Human Performance, Texas State University, Texas State University, San Marcos. (February 2016).

Kinard, T. A., Pape, D. R., annual symposium for the Texas Association of Administrators and Supervisors of Programs for Young Children [TAASPYC], "Play and inquiry in the public pre-K: A constructive play lab, a storytelling curriculum and academic rigor.." (February 23, 2016).

Kinard, T. A., Professional Devlopment workshop for in-service early childhood educators, "Flying over the school: Superhero play and development of executive function," Austin, TX, United States. (February 13, 2016).

Kinard, T. A., Professional Devlopment workshop for in-service early childhood educators, "TV Party Tonight?: Fears, Loathings and OPPORTUNITIES in using adult-oriented pop culture in the pre-K classroom," Austin, TX, United States. (February 11, 2016).

Kinard, T. A., Gainer, J. S., NAEYC, "Caterpillars versus raindrops: Challenges of ECE, ESL, science, theory-building in unexpected out-of-doors spaces." (January 13, 2016).

Kinard, T., Presented as a workshop for new hires of supervisors of student interns at the University of Texas at Austin, "Rethinking ECE: toward a new way of seeing ourselves and our interns." (January 5, 2016).

Kinard, T., Presented as a workshop for new hires of supervisors of student interns at the University of Texas at Austin, "Rethinking ECE: toward a new way of seeing ourselves and our interns." (January 3, 2016).

Gainer, J.S., Kinard, T., Paper presented at the Annual Meeting of the American Educational Research Association, "The hijacked gaze and the interactive narrator," Montreal, Quebec, Canada. (2005).

Kinard, T., Paper presented at the American Educational Studies Association, "Between the moon and New York City: The voice of 'Author' in the narrative analysis of life histories," Kansas City, MO, United States. (2004).

Kinard, T., Roundtable discussion presented at the annual conference of the American Educational Research Association, "Interrupting the narrator: Problems with realist narratives in research," San Diego, CA, United States. (2004).

Kinard, T., Paper presented at the 2001 Bergamo Conference for the Journal of Curriculum Theorizing, "Kickin' Tail in the school play: Blossom, Buttercup and Bubbles teach our students to fight like girls," Bergamo, OH, United States. (2001).

Kinard, T., Hershman, D., Paper presented at the Bergamo Conference for the Journal of Curriculum Theorizing, "Two short stories from one set of data: Teacher/mothers through aesthetic representations," Bergamo, OH, United States. (1999).

Kinard, T., Paper presented at the Bergamo Conference for the Journal of Curriculum Theorizing, "When children play: A long time ago, in a galaxy far, far away," Bergamo, OH, United States. (1998).

Contract, Fellowships, Grants and Sponsored Research

Justice, S. B. (Principal), Assaf, L. C. (Co-Principal), Kinard, T. A. (Supporting), Martínez Hinestroza, J. (Supporting), Veech, J. A. (Supporting), Close, H. G. (Supporting), Burke, Q. (Supporting), "EPK-2: Exploring PK-2 Teachers' Abilities to Identify CT Precursors and Implement Learning Activities that Strengthen Computer Science in Early Childhood Classrooms," Sponsored by National Science Foundation, Federal, $450,000.00. (September 2020 - August 2023).

Research Activity

""1000 Unit-Block PD and Play Lab"" (On-Going).

We have begun a new research project at Bonham Prekindergarten. I have raised funds from our annual summer tuition for our Play & Inquiry Workshop to buy 1000 wooden unit blocks in order to create a new play lab in our community and to use this lab as professional development for the teachers and support staff of SMCISD.

"Professional Dyads and Culturally Relevant Teaching project of NCTE's Early Childhood Education Assembly" (On-Going).

I have been accepted as a member of dyad for the 2019-2021 cohort of the Professional Dyads and Culturally Relevant Teaching project of NCTE's Early Childhood Education Assembly - a program of mutual mentorship where teacher and teacher educator learn from each other working to break down hierarchies and come together with children.

I spend every Wednesday from first bell through dismissal [and then meeting time after school] in Valeria Nieto's classroom as a participant researcher.

We have been granted funds to take our research to the annual NCTE meetings as well as a summer institute. We also conduct monthly meetings online with the other 12 dyads of teachers and teacher educators from across North America.

"Long-Term Community Action and Research Project begun Fall of 2018" (On-Going).

1.I have begun a research and community organizing project, partnering with the local school district [SMCISD] that has a multi-fold purpose:
a.To transform an outdoor learning space at the central prekindergarten campus, based on our research over the past several years.
b.To connect community organization in order to foster “ownership” of this transformation to the community it services and the disparate parties within the community.
c.To also connect the university community to the local school district. I am currently working with Johnny Etienne, a graduate student in the COE and the Service Learning Excellence Program Director for Texas State, in order to connect students from many different departments and colleges to this project [design, horticulture, social work, recreational therapy, etc.]
d.I have been accepted into the inaugural Proposal Developer cohort of the COE Grant Development Scholars Program in order to further develop this project.
e.I have been assigned a GRA, Erica Castañon to aid in this project's many facets. She is currently working on a brochure to be used for community outreach.
f.Finally, this project is linked to my extant scholarship, and I intend to use it to focus my methodological and theoretical frameworks to report on the partnerships, the transformation and the outcomes of the school’s learning environment, including pedagogy for the young, content mastery through outdoor inquiry, activism as scholarship, and interdisciplinary scholarship within early learning.

"Grant Development Research Project" (Planning).

The purpose of this study is to develop a grant that augments and facilitates our learning more about the way children interact with materials, each other and the school environment (including the adults) during free-choice [called “Play and Inquiry time”] at Bonham Prekindergarten of the San Marcos Consolidated Independent School District. This Play and Inquiry time has been a curriculum design collaboration between the department of C&I and the administration and teachers at Bonham PreK. We are interested in investigating the curriculum that we have co-designed. The information gathered will be used to analyze the learning and development that can happen during free-choice inquiry.

Teaching Experience

ECE 3610, section 252, TEACHG/CURRICULUM YOUNG CHILD. 6.00 credit hours.

ECE 3610, section 002, TEACHG/CURRICULUM YOUNG CHILD. 6.00 credit hours. 21 enrolled.

ECE 5380, section 251, INDP STDY ERLY CHD. 3.00 credit hours. 2 enrolled.

ECE 4352, section 002, CURR PRESCHOOL & KINDERGARTEN. 3.00 credit hours. 24 enrolled.

ECE 4310, section 002, SEMINAR TEACHERS YOUNG CHILD. 3.00 credit hours. 24 enrolled.

ECE 5330, section 501, CURR YNG CHLD II. 3.00 credit hours. 13 enrolled.

ECE 5319, section 501, CURRICULUM & THE YOUNG CHILD. 3.00 credit hours. 11 enrolled.

ECE 5380, section 501, INDP STDY ERLY CHD. 3.00 credit hours. 1 enrolled.

ECE 4352, section 253, CURR PRESCHOOL & KINDERGARTEN. 3.00 credit hours. 24 enrolled.

ECE 5380, section 251, INDP STDY ERLY CHD. 3.00 credit hours. 1 enrolled.

ECE 4310, section 253, SEMINAR TEACHERS YOUNG CHILD. 3.00 credit hours. 24 enrolled.

ECE 4352, section 002, CURR PRESCHOOL & KINDERGARTEN. 3.00 credit hours. 25 enrolled.

ECE 4310, section 002, SEMINAR TEACHERS YOUNG CHILD. 3.00 credit hours. 25 enrolled.

ECE 5330, section 501, CURR YNG CHLD II. 3.00 credit hours. 17 enrolled.

ECE 4352, section 253, CURR PRESCHOOL & KINDERGARTEN. 3.00 credit hours. 24 enrolled.

ECE 4310, section 253, SEMINAR TEACHERS YOUNG CHILD. 3.00 credit hours. 24 enrolled.

ECE 4352, section 002, CURR PRESCHOOL & KINDERGARTEN. 3.00 credit hours. 22 enrolled.

ECE 5380, section 001, INDP STDY ERLY CHD. 3.00 credit hours. 1 enrolled.

ECE 4310, section 002, SEMINAR TEACHERS YOUNG CHILD. 3.00 credit hours. 22 enrolled.

CI 5399A, section 002, THESIS. 3.00 credit hours. 1 enrolled.

CI 5399B, section 001, THESIS. 3.00 credit hours. 1 enrolled.

ECE 4300, section 252, LNG CHLDRN LNG ACQ. 3.00 credit hours. 42 enrolled.

ECE 4300, section 253, LNG CHLDRN LNG ACQ. 3.00 credit hours. 36 enrolled.

ECE 5380, section 502, INDP STDY ERLY CHD. 3.00 credit hours. 2 enrolled.

ECE 5319, section 251, CURR & YNG CHLD I. 3.00 credit hours. 2 enrolled.

ECE 5319, section 252, CURR & YNG CHLD I. 3.00 credit hours. 10 enrolled.

ECE 4352, section 252, CURR PRE K & KIND. 3.00 credit hours. 21 enrolled.

ECE 4352, section 254, CURR PRE K & KIND. 3.00 credit hours. 13 enrolled.

ECE 5380, section 251, INDP STDY ERLY CHD. 3.00 credit hours. 1 enrolled.

ECE 4300, section 252, LNG CHLDRN LNG ACQ. 3.00 credit hours. 46 enrolled.

ECE 4310, section 252, SEM TCH YNG CLD. 3.00 credit hours. 21 enrolled.

ECE 4310, section 254, SEM TCH YNG CLD. 3.00 credit hours. 13 enrolled.

ECE 5380, section 001, INDP STDY ERLY CHD. 3.00 credit hours. 1 enrolled.

ECE 4300, section 002, LNG CHLDRN LNG ACQ. 3.00 credit hours. 33 enrolled.

ECE 4300, section 003, LNG CHLDRN LNG ACQ. 3.00 credit hours. 14 enrolled.

ECE 5318, section 501, ADV ERLY CH DEV. 3.00 credit hours. 1 enrolled.

ECE 5330, section 501, CURR YNG CHLD II. 3.00 credit hours. 5 enrolled.

ECE 5318, section 251, ADV ERLY CH DEV. 3.00 credit hours. 10 enrolled.

ECE 5380, section 251, INDP STDY ERLY CHD. 3.00 credit hours. 1 enrolled.

ECE 4300, section 253, LNG CHLDRN LNG ACQ. 3.00 credit hours. 38 enrolled.

ECE 5319, section 002, CURR & YNG CHLD I. 3.00 credit hours. 6 enrolled.

ECE 5380, section 001, INDP STDY ERLY CHD. 3.00 credit hours. 2 enrolled.

ECE 4300, section 005, LNG CHLDRN LNG ACQ. 3.00 credit hours. 48 enrolled.

ECE 5319, section 501, CURR & YNG CHLD I. 3.00 credit hours. 6 enrolled.

ECE 5380, section 503, INDP STDY ERLY CHD. 3.00 credit hours. 1 enrolled.

ECE 5318, section 251, ADV ERLY CH DEV. 3.00 credit hours. 7 enrolled.

ECE 4300, section 253, LNG CHLDRN LNG ACQ. 3.00 credit hours. 31 enrolled.

ECE 5319, section 002, CURR & YNG CHLD I. 3.00 credit hours. 16 enrolled.

ECE 5380, section 001, INDP STDY ERLY CHD. 3.00 credit hours. 1 enrolled.

ECE 4300, section 005, LNG CHLDRN LNG ACQ. 3.00 credit hours. 48 enrolled.

ECE 5330, section 501, CURR YNG CHLD II. 3.00 credit hours. 8 enrolled.

ECE 4300, section 501, LNG CHLDRN LNG ACQ. 3.00 credit hours. 1 enrolled.

ECE 5318, section 251, ADV ERLY CH DEV. 3.00 credit hours. 11 enrolled.

ECE 5380, section 251, INDP STDY ERLY CHD. 3.00 credit hours. 2 enrolled.

ECE 5380, section 252, INDP STDY ERLY CHD. 3.00 credit hours. 1 enrolled.

ECE 5319, section 002, CURR & YNG CHLD I. 3.00 credit hours. 4 enrolled.

ECE 5380, section 001, INDP STDY ERLY CHD. 3.00 credit hours. 1 enrolled.

ECE 5319, section 501, CURR & YNG CHLD I. 3.00 credit hours. 5 enrolled.

ECE 5330, section 501, CURR YNG CHLD II. 3.00 credit hours. 8 enrolled.

ECE 4352, section 252, CURR PRE K & KIND. 3.00 credit hours. 23 enrolled.

ECE 4310, section 252, SEM TCH YNG CLD. 3.00 credit hours. 23 enrolled.

ECE 5319, section 002, CURR & YNG CHLD I. 3.00 credit hours. 11 enrolled.

ECE 4352, section 003, CURR PRE K & KIND. 3.00 credit hours. 15 enrolled.

ECE 4310, section 003, SEM TCH YNG CLD. 3.00 credit hours. 15 enrolled.

ECE 5319, section 501, CURR & YNG CHLD I. 3.00 credit hours. 4 enrolled.

ECE 5330, section 501, CURR YNG CHLD II. 3.00 credit hours. 7 enrolled.

ECE 4352, section 252, CURR PRE K & KIND. 3.00 credit hours. 25 enrolled.

ECE 4300, section 253, LNG CHLDRN LNG ACQ. 3.00 credit hours. 34 enrolled.

ECE 4310, section 252, SEM TCH YNG CLD. 3.00 credit hours. 25 enrolled.

ECE 4352, section 003, CURR PRE K & KIND. 3.00 credit hours. 18 enrolled.

ECE 4310, section 003, SEM TCH YNG CLD. 3.00 credit hours. 18 enrolled.

ECE 5319, section 501, CURR & YNG CHLD I. 3.00 credit hours. 2 enrolled.

ECE 5330, section 501, CURR YNG CHLD II. 3.00 credit hours. 4 enrolled.

ECE 4352, section 257, CURR PRE K & KIND. 3.00 credit hours. 24 enrolled.

ECE 4300, section 253, LNG CHLDRN LNG ACQ. 3.00 credit hours. 34 enrolled.

ECE 4310, section 252, SEM TCH YNG CLD. 3.00 credit hours. 24 enrolled.

ECE 4352, section 003, CURR PRE K & KIND. 3.00 credit hours. 13 enrolled.

ECE 4310, section 003, SEM TCH YNG CLD. 3.00 credit hours. 12 enrolled.

ECE 5319, section 501, CURR & YNG CHLD I. 3.00 credit hours. 5 enrolled.

ECE 5330, section 501, CURR YNG CHLD II. 3.00 credit hours. 10 enrolled.

ECE 4352, section 257, CURR PRE K & KIND. 3.00 credit hours. 25 enrolled.

ECE 4310, section 252, SEM TCH YNG CLD. 3.00 credit hours. 25 enrolled.

ECE 4352, section 002, CURR PRE K & KIND. 3.00 credit hours. 22 enrolled.

ECE 4310, section 002, SEM TCH YNG CLD. 3.00 credit hours. 20 enrolled.

ECE 5330, section 501, CURR YNG CHLD II. 3.00 credit hours. 2 enrolled.

ECE 5380, section 501, INDP STDY ERLY CHD. 3.00 credit hours. 4 enrolled.

ECE 4352, section 257, CURR PRE K & KIND. 3.00 credit hours. 31 enrolled.

ECE 4310, section 252, SEM TCH YNG CLD. 3.00 credit hours. 30 enrolled.

ECE 4352, section 002, CURR PRE K & KIND. 3.00 credit hours. 27 enrolled.

ECE 4310, section 002, SEM TCH YNG CLD. 3.00 credit hours. 27 enrolled.

ECE 5319, section 501, CURR & YNG CHLD I. 3.00 credit hours.

ECE 5330, section 501, CURR YNG CHLD II. 3.00 credit hours.

ECE 5380, section 501, INDP STDY ERLY CHD. 3.00 credit hours.

ECE 4352, section 257, CURR PRE K & KIND. 3.00 credit hours.

ECE 4300, section 251, LNG CHLDRN LNG ACQ. 3.00 credit hours.

ECE 4300, section 253, LNG CHLDRN LNG ACQ. 3.00 credit hours.

ECE 4310, section 252, SEM TCH YNG CLD. 3.00 credit hours.

ECE 4352, section 2, CURR PRE K & KIND. 3.00 credit hours.

ECE 4300, section 2, LNG CHLDRN LNG ACQ. 3.00 credit hours.

ECE 4300, section 5, LNG CHLDRN LNG ACQ. 3.00 credit hours.

ECE 4310, section 2, SEM TCH YNG CLD. 3.00 credit hours.

ECE 5319, section 501, CURR & YNG CHLD I. 3.00 credit hours.

ECE 5330, section 501, CURR YNG CHLD II. 3.00 credit hours.

ECE 5380, section 501, INDP STDY ERLY CHD. 3.00 credit hours.

ECE 4352, section 257, CURR PRE K & KIND. 3.00 credit hours.

ECE 4300, section 253, LNG CHLDRN LNG ACQ. 3.00 credit hours.

ECE 4310, section 252, SEM TCH YNG CLD. 3.00 credit hours.

ECE 4352, section 3, CURR PRE K & KIND. 3.00 credit hours.

ECE 4300, section 2, LNG CHLDRN LNG ACQ. 3.00 credit hours.

ECE 4300, section 5, LNG CHLDRN LNG ACQ. 3.00 credit hours.

ECE 4310, section 3, SEM TCH YNG CLD. 3.00 credit hours.

ECE 5319, section 501, CURR & YNG CHLD I. 3.00 credit hours.

ECE 4352, section 501, CURR PRE K & KIND. 3.00 credit hours.

ECE 5330, section 501, CURR YNG CHLD II. 3.00 credit hours.

ECE 5380, section 501, INDP STDY ERLY CHD. 3.00 credit hours.

ECE 4300, section 252, LANG OF CHIL. 3.00 credit hours.

ECE 4310, section 252, SEM TCH YNG CLD. 3.00 credit hours.

ECE 4310, section 255, SEM TCH YNG CLD. 3.00 credit hours.

ECE 4352, section 3, CURR PRE K & KIND. 3.00 credit hours.

ECE 4300, section 3, LANG OF CHIL. 3.00 credit hours.

ECE 4300, section 5, LANG OF CHIL. 3.00 credit hours.

ECE 4310, section 3, SEM TCH YNG CLD. 3.00 credit hours.

ECE 4352, section 502, CURR PRE K & KIND. 3.00 credit hours.

ECE 4310, section 502, SEM TCH YNG CLD. 3.00 credit hours.

ECE 4300, section 253, LANG OF CHIL. 3.00 credit hours.

ECE 4310, section 252, SEM TCH YNG CLD. 3.00 credit hours.

ECE 4310, section 255, SEM TCH YNG CLD. 3.00 credit hours.

ECE 5318, section 3, ADV ERLY CH DEV. 3.00 credit hours.

ECE 4300, section 3, LANG OF CHIL. 3.00 credit hours.

ECE 4300, section 5, LANG OF CHIL. 3.00 credit hours.

ECE 4310, section 3, SEM TCH YNG CLD. 3.00 credit hours.

ECE 4300, section 255, LANG OF CHIL. 3.00 credit hours.

CI 5330, section 251, MULTICUL TCH & LRN. 3.00 credit hours.

CI 5330, section 252, MULTICUL TCH & LRN. 3.00 credit hours.

CI 5327, section 2, PRIN & PRAC ELEM. 3.00 credit hours.

CI 3310, section 1, PUBLIC EDU IN AMERICA. 3.00 credit hours.

ECE 5318, section 501, ADV ERLY CH DEV. 3.00 credit hours.

ECE 4300, section 501, LANG OF CHIL. 3.00 credit hours.

Directed Student Learning

Candidacy Exam, "Comprehensive Examination Portfolio." (March 2023 - November 2023).
Advised: Mindy Wilborn, Linda Perez, Rhiana Braue, Renita Smirth, Alyssa Aguilar, Gabriela Aviles, Kimberly Hernandez, Denise Huber-Ramos, Olivia Mason, Josiah Tasdeler

Dissertation, "A Pedagogy of Play: How Pre- and In-Service Early Childhood Teachers’ Perceptions of Play are Influenced as a Result of Practicum Experience in a Play-Based Environment." (January 2021 -

September 2022).
Advised: Erika Nygard

Candidacy Exam, "Comprehensive Examination Portfolio." (June 2022 - July 2022).
Advised: Sandra Ethridge, Magaly Devlin, Megan Harber, Jillian Wiatrek

Exit Exam, "Master's Comprehensive Examination." (October 2021 - November 2021).
Advised: Thi Hoang Yen Nguyen, Williams Cassidy D., Mize Ashley M., Townsell Ciara Danielle, Rodriguez Lorraine, Chung Sae Hee, Bisbee Patricia Anne

Master's Thesis, "Say It Loud!: An Identity Intersection Autoethnography as Told By a Black Female Early Childhood Educator to Affluent White Students and Their Parents.." (January 2021 - November 19, 2021).
Advised: Chansler Carter

Project, "A Personal Reflection on My Journey Thus Far to Become a More Ethical Educator: Reflection on We Want to do More Than Survive by Bettina Love." (January 2021 - October 2021).
Advised: Samantha Homiller

Dissertation, "Yes, Virginia, There Is Democrary: A Critical Ethnographic Inquiry On Voice, Democracy, and Childhood in a Democratic School." (January 2017).
Advised: Alicia Hill

Honor's Thesis, "Title of Student's Work or Exam not specified." (January 1, 2011 - December 1, 2012).
Advised: Veronica Page

Teaching Innovation and Curriculum Development

New Degree Program. EC-3 Certification. November 2024 - Present.

New Course. RDG 5363: Literacy Teaching and Learning as Sociocultural Practice. March 1, 2024 - December 1, 2024.

Curriculum Development. Alternative Certification in EC-3. October 2023 - August 2024.

This Summer Program is run in tandem with Texas State's ECE courses [4310, 4352, 5319, 5330, 5380] and the State-mandated summer school for exiting PreK and Kinder studnts who are learning English as a second language. The Texas State Play & Inquiry Summer Workshop. June 1, 2014 - January 2024.

New Course. ECE 4301 designed to bring UG certification program into compliance with statute (TEC §29.164 - 29.172) of House bill 3. August 2022 - September 2020.

New Degree Program. September 1, 2011.

University Service

Member, Teaching Evaluation Policy Workgroup. (December 2024 - Present).

Participant, Curriculum and Course Review Committee. (November 2024 - Present).

Member, Redesign Committee, Elementary Graduate Comprehensive Exam. (October 2024 - Present).

Chair, Working group to create a TXST Alternative Certification Program for Elementary Education. (September 2023 - Present).

Graduate Advisor, Elementary Education: M.A.; M.Ed., ECE and Teacher Certification. (January 2023 - Present).

Graduate Advisor, Graduate Elementary Education with specialization in Early Childhood. (August 2019 - Present).

Member, Jigsaw Committee for aligning and creating standards and curriculum. (August 2019 - Present).

Member, College of Education Equity Audit Advisory Committee. (January 2019 - Present).

Coordinator, Graduate Elementary Education. (August 2017 - Present).

Member, Dept. of C&I Private Donor Scholarship Selection Committee. (January 1, 2014 - Present).

Academic Program Review. (October 2023 - January 2025).

University Mentor, Mentor to tenure-track faculty member, José Martínez Hinestroza, Ph.D. Assistant Professor in Elementary Mathematics Education Department of Curriculum & Instruction. (November 2019 - 2024).

University Mentor, Mentor to tenure-track faculty member, Yun-Wen Chan, Ph.D. Assistant Professor in Elementary Social Studies Education Department of Curriculum & Instruction. (August 2020 - October 2024).

Organizer, Comprehensive Exam Review and Redesign. (November 2017 - 2023).

Member, Search Committee for Elementary Education Graduate Faculty Position. (January 2023 - May 2023).

Member, Search Committee: Chair of C&I. (August 2022 - December 2022).

Chair, Search Committee Chair: Open Rank Tenure Line Faculty, Elementary Education in the Dept. of C&I in the College of Education. EC-6 ESL Faculty with an emphasis in Early Chilhood Job Number: 202216TTL. (August 2021 - May 2022).

Member, Committee for preparation of Academic Program Review (APR). (January 2017 - December 2017).

Training for “Bobcat Break” volunteers in preparation for their Spring Break trip to volunteer in early educational settings in New Orleans, LA., Training for “Bobcat Break” volunteers in preparation for their Spring Break trip to volunteer in early educational settings in New Orleans, LA. (February 2017).

Member, Search Committee for Elementary Education Graduate Faculty Position. (2015 - 2016).

Member, Elementary Education faculty hiring committee. (September 1, 2015 - December 1, 2015).

Member, Search Committee for Talent Development. (September 1, 2014 - December 1, 2014).

Member, College of Education 2012-13 Outstanding Graduate Student Faculty Review Committee. (January 1, 2013 - May 1, 2013).

Member, PhD in Education-School Improvement Admissions Committee, Texas State University. (January 1, 2013 - May 1, 2013).

Member, Planning Committee for the Symposium Celebrating the 100th Birthday of Â"Lady BirdÂ" Johnson. (November 1, 2012).

Member, EC-6 ESL Program Committee. (January 1, 2008 - December 1, 2009).

Facilitator and Member, Department of Curriculum and Instruction ESL Book Club. (January 1, 2009).

Host for visiting fourth grade students, Tomas Rivera Mexican American Book Award Annual Celebration. (January 1, 2007 - December 1, 2007).

Professional Service

Reviewer / Referee, International Journal of Qualitative Research in Education. (March 2020 - Present).

Reviewer / Referee, Early Child Development and Care. (2016 - Present).

Reviewer / Referee, Peer Reviewer: Children's Literature in Education. (September 1, 2012 - Present).

Reviewer / Referee, AERA Special Interest Group -- Critical Perspectives on Early Childhood Education (CPECE) SIG. (June 1, 2012 - Present).

Coordinator / Organizer, Bonham Prekindergarten Faculty Development, San Marcos. (January 2023 - December 2023).

Professional Consultant, Transcend Education. (July 2023 - November 2023).

Adjudicator, H-E-B Excellence in Education (Early Childhood) Award. (January 1, 2014 - December 1, 2015).

Reviewer / Referee, English in Texas : Journal of TCTELA. (March 1, 2015 - April 1, 2015).

Coordinator, National Network Coordinator for the Early Childhood Education "Special Interest Group" for the Association for Supervision and Curriculum Development [ASCD]. (September 1, 2008 - December 1, 2012).

Member, Southwest Regional Committee of the National Latino/a Education Research Agenda Project (NLERAP). (January 1, 2010 - May 1, 2010).

Co-supervisor, Special Interest Group: Critical Issues in Curriculum, American Educational Research Association. (January 1, 2002 - December 1, 2002).

Member, Internal Editorial Review Board for the International Journal of Qualitative Research in Education. (September 1, 2001 - September 1, 2002).

Public Service

Speaker, Community Action of Hays County, San Marcos. (January 2017 - December 2019).

Speaker, San Marcos Consolidated School District [SMCISD], San Marcos. (August 2017 - 2017).

Judge, H-E-B Excellence in Education (Early Childhood) Award. (2016).

Member, Texas Home Visiting Early Childhood Coalition. (September 1, 2015 - December 1, 2015).

Member, Education Advisory Committee. (January 1, 2015 - December 1, 2015).