# ALLISON SKERRETT, PH.D.

Curriculum Vitae

Department of Curriculum and Instruction
College of Education
The University of Texas at Austin
Mail Stop: D5700, Austin, TX 78712
ASkerrett@utexas.edu


## DEGREES AND DATES AWARDED

Ph.D. in Curriculum and Instruction, Boston College, 2007. Dissertation Title: *Racial diversity and the secondary English curriculum in the United States and Canada: Messages from the melting pot and the mosaic.* Committee: Andy Hargreaves (Chair), Lisa Patel Stevens, Carol Hurd Green.

M.A. in English Language and Literature, The University of Massachusetts, Boston.

B.A. in English Language and Literature, The University of Massachusetts, Boston.

## PROFESSIONAL APPOINTMENTS

*Associate Dean for Academic Affairs.* College of Education, The University of Texas at Austin. August 2024-Present

*Barbie M. & Gary L. Coleman Endowed Professorship in Education*. September 2023-Present. College of Education, The University of Texas at Austin.

*Professor, Department of Curriculum and Instruction.* The University of Texas at Austin. September, 2019-Present. Program area: Language and Literacy Studies.

*Director of Teacher Education,* College of Education. August, 2019-Present. The University of Texas at Austin.

*Associate Professor, Department of Curriculum and Instruction*. The University of Texas at Austin, September 2013 to August 2019. Program area: Language and Literacy Studies.

*Assistant Professor, Department of Curriculum and Instruction*. The University of Texas at Austin, September 2007 to August 2013. Program area: Language and Literacy Studies.

*Director,* University of Texas Urban Teachers Teacher Education Programs. Department of Curriculum and Instruction. The University of Texas at Austin. 2012-Present.

*Research Assistant, Department of Teacher Education, Special Education, and Curriculum and Instruction,* Boston College, Chestnut Hill, MA, 2002-2007.

*Research Associate, Department of Curriculum and Instruction,* The University of Massachusetts, Boston, 2006-2007.

*Partnership Coordinator for The University of Massachusetts Boston and Dorchester Educational Complex,* The University of Massachusetts, Boston, 2004-2006.

*Instructor, Department of Curriculum and Instruction,* The University of Massachusetts, Boston, 2003-2005.

*Associate Director, Donovan Urban Teaching Scholars Program.* Boston College, 2002-2003.

*English Teacher, Dorchester High School,* Boston Public Schools, Boston, MA, 1998-2002.

## BOOKS

**Skerrett, A.,** & Smagorinsky, P. (2022). *Teaching literacy in troubled times: Identity, inquiry, and social action at the heart of instruction.* Thousand Oaks, CA.: Corwin Press.

**Skerrett, A.** (2015). *Teaching transnational youth: Literacy and education in a changing world.* New York, NY: Teachers College Press.

## ARTICLES IN PEER-REVIEWED JOURNALS

*Italics* Denotes Graduate Student Co-Authors. *Denotes Practitioner Co-Authors

Nash, B. L, & **Skerrett, A.** (2025). Redesigning multiliteracies: What does it mean to design social futures in today's racialized, transnational, and digitized lifeworlds? *Harvard Educational Review, 95*(1), 77-101.

**Skerrett, A.** (2024). High-leverage literacies for thriving in and transforming a present and future world. *English Journal, 113*(5), 33-40.

**Skerrett, A**. (2024). Implications of the science of learning and development for the field of literacy. *Review of Research in Education 47,* 194-201. DOI: 10.3102/0091732X231222478

Zhang-Wu, Q., **Skerrett, A.,** *Sangai, S.* (2024). Bargaining identity: A transnational multilingual student's fight against raciolinguistic positioning in English departments. *Linguistics and Education, 81,* 101304, https://doi.org/10.1016/j.linged.2024.101304

Compton-Lilly, C., Croom, M., McVee, M. B., **Skerrett, A**., Lewis Ellison, T., Rogers, R., *Cun, A., Douglas, K., & Collins, C*. (2023). Review and scholarly syntheses as anti-racist action. *Literacy Research: Theory, Method, and Practice, 72*(1), 74-117. https://doi.org/10.1177/23813377231173623 (Authors listed in alphabetical order).

**Skerrett, A.,** & Vlach, S.K. (2022). Advancing a sociocultural approach toward decolonizing literacy education: Lessons from a youth in a "postcolonial" Caribbean geography. *Research in the Teaching of English, 57*(1), 67-88.

Forzani, E., Afferblach, P., Aguirre, S., Brynelson, N., Cervetti, G., Cho, B., Coiro, J., García, G. E., Guthrie, J. T., Hinchman, K., Lee, C. D., Pacheco, M., Pearson, P. D., Ross, A., **Skerrett, A**., Uccelli, P. (2022). Advances and missed opportunities in the development of the 2026 NAEP Reading Framework. *Literacy Research: Theory, Method and Practice, 71* 153-189. (Authors beyond first author listed in alphabetical order).

*Omogun, L*., & **Skerrett, A**. (2021). From Haiti to Detroit through Black languages and literacies. *Journal of Literacy Research, 53*(3), 406-429. Published Online First, August 17th, 2021. https://doi.org/10.1177/1086296X211031279

Wetzel, M. M., **Skerrett, A.,** Maloch, B., Flores, T. T., Infante-Sheridan, M., *Murdter-Atkinson, J., Godfrey, V. C.*, & Duffy, A*. (2020). Struggle in "Science of Teaching Reading" discourse: Counterstories of teachers and teacher educators in Texas. *Reading Research Quarterly,* 55(1), 319-330. ***https://doi.org/10.1002/rrq.358***

**Skerrett, A.,** & *Omogun, L*. (2020). When racial, transnational, and immigrant identities, literacies, and languages meet: Black youth of Caribbean origin speak. *Teachers College Record, 122*(13), 1-24. https://doi.org/10.1177/016146812012201302

**Skerrett, A.** (2020). Investing in the learning of transnational youth: Considerations for English/literacy educators and researchers. *Research in the Teaching of English, In Dialogue: Precarity of Place*. *(54)*3, 281-290.

**Skerrett, A.** (2020). Transnational students and educational change. *Journal of Educational Change, 21,* 499-509. https://doi.org/10.1007/s10833-020-09369-0

**Skerrett, A.,** Williamson, T., Warrington, A., *Salmeron, C*., *Brady, R. B*. (2019). The intersections of identities and justice-oriented efforts of urban literacy educators. *Literacy Research: Theory, Method, and Practice, 68.* Published online August 18, 2019. DOI: https://journals.sagepub.com/doi/10.1177/2381336919870267 Acceptance rate: 20%

**Skerrett, A.** (2018). Learning music literacies across transnational school settings. *Journal of Literacy Research, 50*(1), 31-51. DOI: 10.1177/1086296X17753502 Impact factor: 1.107. Acceptance rate: 8%

**Skerrett, A.**, Warrington, A., & *Williamson, T*. (2018). Generative principles for professional learning for equity-oriented urban English teachers. *English Education, 50*(2),116-146. Acceptance rate: 10-15%. *Invited Article for Special Issue on Professional Development*. Percentage of work completed by Skerrett: 60%.

**Skerrett, A.,** *Williamson, T., LeeKeenan, K., Rubin, J., Land, C., Hendrix, A.,* White, H.,* Harbert Stump, N.*, & Nelson Pryor, K*. (2017). Transforming literacy education in urban schools. *Journal of Adolescent and Adult Literacy, 61*(4), 457-460. DOI: 10.1002/jaal.706. Impact factor: 0.92. Acceptance rate: 20%. Percentage of work completed by Skerrett: 40%.

**Skerrett, A.** (2017). The role of language in religious identity-making: A case of a Chinese-Caribbean Youth. *Literacy Research: Theory, Method and Practice. 66*(1), 325-340. First published online June 30, 2017. http://journals.sagepub.com/toc/lrxe/0/0 DOI: 10.1177/2381336917718176. Acceptance rate: 16%

**Skerrett, A.** (2016). Refiguring a Caribbean school within and across local and global communities. *Journal of Professional and Community Capital, 1*(4), 254-269.

**Skerrett, A.** (2016). Attending to pleasure and purpose in multiliteracies instructional practices: Insights from transnational youths. *Journal of Adolescent & Adult Literacy, 60*(2), 115-120. DOI: 10.1002/jaal.571. Impact factor: 0.92. Acceptance rate: 20%

**Skerrett, A.** (2014/2016). "Closer to God": Following religion across the lifeworlds of an urban youth. *Urban Education*, *51*(8), 964-990. *Published online before print September 10, 2014,* doi:10.1177/0042085914549365. Acceptance rate: 23%. Impact Factor: 1.437

**Skerrett, A.,** & *Williamson, T*. (2015). Reconceptualizing professional communities for urban preservice teachers. *The Urban Review, 47*(4), 579-600. DOI:10.1007/s11256-015-0325-x. Acceptance rate: 12%. Impact Factor: 0.74. H-Index: 29.

**Skerrett, A.,** *Pruitt, A. A., & Warrington, A*. (2015). Racial and related forms of specialist knowledge on English education blogs. *English Education, 47*(4) 314-346. An official journal of the National Council of Teachers of English. Acceptance rate: 10%.

**Skerrett, A.** (2015). A framework for literacy education in multicultural, multilingual, and multiliterate classrooms. *Multicultural Education Review, 7*(1-2), pp. 26-40. DOI: 10.1080/2005615X.2015.1048610. Article selected as a feature article in Routledge's/Taylor and Francis' "Global Issues: Language, Culture, and Identity, 3rd Series Collection. http://explore.tandfonline.com/page/ah/global-issues/global-issues-multilingualism H-5 Index and Impact Factor not available. Journal is listed in ESCI and awaiting evaluation for SSCI.

**Skerrett, A.,** *Warrington, A., & Pruitt, A. A*. (2014). Tools and processes for building racial knowledge on teacher education blogs. In P. J. Dunston & S. K. Fullerton (Eds.), *63rd Yearbook of the Literacy Research Association* (pp. 191-202). Oak Creek, WI: Literacy Research Association, Inc. Percentage of work completed by Skerrett: 60%. Acceptance rate: 18%.

**Skerrett, A.** (2014). Religious literacies in a secular literacy classroom. *Reading Research Quarterly, 49*(2), 233-250. An official journal of the International Reading Association. Impact factor: 2.382.

**Skerrett, A.**, Bomer, R., *Fowler-Amato, M., & Jansky, K*. (2013). Meeting them where they are: Researching youth literacies in and out of school. In P. J. Dunston & S. K. Fullerton (Eds.), *62nd Yearbook of the Literacy Research Association,* (pp. 144-157). Oak Creek, WI: Literacy Research Association, Inc. Percentage of work completed by Skerrett: 60%. Acceptance rate: 20%.

**Skerrett, A.** (2013). Building multiliterate and multilingual writing practices and identities. *English Education, 45*(4), 322-360. An official journal of the National Council of Teachers of English. Acceptance rate: 10%.

**Skerrett, A.,** & Bomer, R. (2013). Recruiting languages and lifeworlds for border-crossing compositions. *Research in the Teaching of English, 47*(3), 313-337.An official journal of the National Council of Teachers of English. Percentage of work completed by Skerrett: 60%. Acceptance rate: 10 %. Impact Factor: 1.193.

**Skerrett, A.** (2012). Languages and literacies in translocation: Experiences and perspectives of a transnational youth. *Journal of Literacy Research,* 44(4), 364-395.The official journal of the Literacy Research Association. Impact factor: 0.714. Acceptance rate: 7%.

**Skerrett, A.**, *Fowler-Amato, M., Chamberlain, K., & Sharp, C*. (2012). Writing across lifeworlds. In P. J. Dunston & S. K. Fullerton (Eds.), *61st Yearbook of the Literacy Research Association* (pp. 132-144). Oak Creek, WI: Literacy Research Association, Inc. Percentage of work completed by Skerrett: 70%. Acceptance rate: 20%.

**Skerrett, A.** (2012). "We hatched in this class": Repositioning of identity in and beyond a reading classroom. *The High School Journal, 95*(3), 62-75. Acceptance rate: 25%.

**Skerrett, A.,** & Bomer, R. (2011). Borderzones in adolescents' literacy practices: Connecting out-of-school literacies to the reading curriculum. *Urban Education, 46*(6), 1256-1279. H5-Index: 20. H5-Median: 32. Impact factor: 0.5. Percentage of work completed by Skerrett: 60%.

**Skerrett, A.** (2011). "Wide open to rap, tagging, and real life": Preparing teachers for multiliteracies pedagogy. *Pedagogies: An International Journal, 6*(3), 185-199. H5-Index: 9. H5-Median: 16. Acceptance rate: 15%.

**Skerrett, A.** (2011). English teachers' racial literacy knowledge and practice. *Race, Ethnicity, and Education, 14*(3), 313-330. H5-Index: 16. H5-Median: 21. Impact factor: 0.533. Acceptance rate: 23%.

**Skerrett, A.** (2011). A case of generativity in a culturally and linguistically complex English language arts classroom. *Changing English: Studies in Culture and Education, 18*(1), 85-97. H-5 Index: 6. H-5 Median: 6. Acceptance rate: 35%.

**Skerrett, A.** (2011). On identity, diversity and educational change. *Journal of Educational Change, 12*(2), 211-220. H5-Index: 17. H5-Median: 31. Acceptance rate: 20%.

Horan, D. A., Sailors, M., Martinez, M., **Skerrett, A**., & Makalela, L. (2011.) The golden lady: the storied life of a multilingual teacher and author of supplemental reading materials in a marginalized South African language. *International Journal of Qualitative Studies in Education, 25*(5), 681-704. *DOI:10.1080/09518398.2010.543434.* H5-Index: 13. H5-Median: 21. Acceptance rate: 5%. Percentage of work completed by Skerrett: 20%.

**Skerrett, A.** (2010). Of literary import: A case of cross-national similarities in the secondary English curriculum in the United States and Canada. *Research in the Teaching of English, 45*(1), 36-58. An official journal of the National Council of Teachers of English. Acceptance rate: 10 %.

**Skerrett, A.** (2010). ‘‘There’s going to be community. There’s going to be knowledge’’: Designs for learning in a standardised age. *Teaching and Teacher Education*, *26*(3), 648-655. H5-Index: 35. H5-Median: 46. Impact factor: 1.675.

**Skerrett, A.** (2010). Lolita, facebook, and the third space of literacy teacher education. *Educational Studies, 46*(1), 67-84. The official journal of the American Educational Studies Association. H5-Index: 9. H5-Median: 15. Acceptance rate: 17%.

**Skerrett, A.** (2010). Teaching critical literacy for social justice. *Action in Teacher Education, 31*(4), 54-59. The official journal of the Association of Teacher Educators. H5-Index: 9. H5-Median: 12. Acceptance rate: 18%.

**Skerrett, A.** (2010). The interplay between teachers’ biography and work context: Effects on teacher socialization. *Scholar-Practitioner Quarterly, 4*(1), 79-93. Acceptance rate: 15%.

**Skerrett, A.,** & Sevian, H. (2009/2010). Identity and biography as mediators of science and mathematics faculty's involvement in K-12 service. *Cultural Studies of Science Education, 5*(3), 743-766. DOI: 10.1007/s11422-009-9235-0 H5-Index: 14. H5-Median: 20. Acceptance rate: 10%. Percentage of work completed by Skerrett: 75%.

**Skerrett, A.** (2009). Melting pot influences on secondary English curriculum policy. *International Journal of Education Policy & Leadership, 4*(11), 1-12. Available at: www.ijepl.org. Acceptance rate: 18%.

**Skerrett, A**. (2009). Responding to student diversity amidst tested traditions and testing standards. *Teaching Education, 20*(3), 277-290. H5-Index: 10. H5-Median: 15. Acceptance rate: 26.5%.

**Skerrett, A**. (2009). Biographical orientations to secondary English teaching within a mosaic context of diversity. *English Education, 41*(3), 281-303. An official journal of the National Council of Teachers of English. Acceptance rate: 10%.

**Skerrett, A**. & Hargreaves, A. (2008). Student diversity and secondary school change in a context of increasingly standardized reform. *American Educational Research Journal, 45*(4), 913-945. An official journal of the American Educational Research Association. H5-Index: 34. H5-Median: 48. Impact factor: 2.393. Acceptance rate: 10%. Percentage of work completed by Skerrett: 75%.

**Skerrett, A**. (2008). Biography, identity, and inquiry: The making of teacher, teacher educator, and researcher. *Studying Teacher Education, 4*(2), 143-156. H5-Index: 8. H5-Median: 15. Acceptance rate: 15%.

**Skerrett, A**. (2008). "Going the race way": Biographical influences on multicultural and antiracist English curriculum practices. *Teaching and Teacher Education*, *24*, 1813-1826. H5-Index: 35. H5-Median: 46. Impact factor: 1.675.

**Skerrett, A**. (2008). Racializing educational change: Melting pot and mosaic influences on educational policy and practice. *Journal of Educational Change, 9*(3), 261-280. H5-Index: 17. H5-Median: 31. Acceptance rate: 20%.

**Skerrett, A**. (2006). Looking inward: The impact of race, ethnicity, gender, and social class background on teaching sociocultural theory in education. *Studying Teacher Education, 2*(2), 183-200. H5-Index: 8. H5-Median: 15. Acceptance rate: 15%.

## INVITED HANDBOOK CHAPTERS (Peer Reviewed)

**Skerrett, A.** & Zhang-Wu, Q. (2026). Advancing theoretical perspectives on transnationalism in literacy research: Theorizing inside the racial turn and postsecondary education (pp. 519-534). In M. Sailors, I. Nunez, V W. M. Watson, J. V. Hoffman, and D. E. Alvermann (Eds). *Theories, Models, and Practices of Literacy, 8th Ed*. Routledge.

**Skerrett, A.**, Mesmer, H. A., Rasinski, T. (2023). Reading instruction across preschool through grade 12. In D. Lapp & D. Fisher (Eds). *Handbook of research on teaching the English language arts* (pp. 45-70). *5th Ed*. New York: Routledge.

**Skerrett, A.** (2020). Social and cultural differences in reading development: Instructional approaches, learning gains, and challenges. In E. B. Moje, P. Afflerbach, P. Enciso, and N. Lesaux. (Eds.). *Handbook of reading research, Vol. 5, (pp. 328-344).* New York, NY: Routledge.

**Skerrett, A.** (2018). Advancing theoretical perspectives on transnationalism in literacy research and practice. In D. A. Alvermann, N. J. Unrau, M. Sailors, and R. Ruddell (Eds.).

*Theoretical models and processes of Literacy.* 7th Ed. (pp. 497-513) New York, NY: Routledge.

**Skerrett A.,** & *Warrington, A*. (2018). Language arts instruction in middle and high classrooms. In D. Lapp & D. Fisher (Eds.). *Handbook of research on teaching the English language arts*, 4trd Ed. (pp. 410-435). New York, NY: Routledge. Percentage of work completed by Skerrett: 70%.

Ball, A. F., **Skerrett, A**., & Martínez, R. (2011). Research on diverse students in culturally and linguistically complex language arts classrooms. In D. Lapp & D. Fisher (Eds.). *Handbook of research on teaching the English language arts*, 3rd Ed, (pp. 22-28). New York: Routledge. Percentage of work completed by Skerrett: 45%.

**BOOK CHAPTERS**

**Skerrett, A**., Adonyi, A., Smagorinsky, P., & Blakes B. (Accepted). Racial literacy for antiracist teaching. In C. Chapelle, W.S.E. Lam, & R. Darvin. (Eds.), *Encyclopedia of Social Justice in Education: Language, Literacy, Youth and Culture.* Bloomsbury.

**Skerrett, A**. (Accepted). Transnational literacies. In C. Chapelle, W.S.E. Lam, & R. Darvin. (Eds.), *Encyclopedia of Applied Linguistics: Literacy.* WileyBlackwell.

**Skerrett, A.,** Pacheco, M. Hinchman, K. Cervetti, G. Pearson, D. P., Greenleaf, C. (2025). Socioculturally responsive large-scale assessment: The case of the NAEP reading 2026 framework In R. Bennett, L. Darling-Hammond, and A. Badrinarayan (Eds.). *Socioculturally responsive assessment: Implications for theory, measurement, and systems-level policy* (pp. 283-305). New York: Routledge.

**Skerrett, A.** (2024). Teaching into the strengths and challenges transnational students bring to literacy classrooms. In D. Walker-Dalhouse, & V. Risko (Eds.). *Equitable literacy instruction for students in poverty* (117-121). New York: Teachers College Press.

**Skerrett, A.** (2024). Transnationalism, writing, and identity within a Caribbean classroom context. In C. Wagner, K. Frankel, and C. Leighton (Eds.). *Becoming readers and writers: Literate identities across childhood and adolescence,* (pp. 147-161). New York: Routledge.

**Skerrett, A.** (2020). "Real religion": The roles of knowledge, dialogue, and sense-making in coming to a faith. (In Press). In M. M. Juzwik, K. Burke, J. Stone, & D. Davila. (Eds). *Legacies of Christian languaging and literacies in US education: Perspectives on English language arts curriculum, teaching, and learning* (pp. 21-36). New York, NY: Routledge.

**Skerrett, A**., & *Vlach, S*. (2018). "What is English?": New directions for the discipline in a transnational world. In A. Goodwyn, C. Durrant, W. Sawyer, L. Scherff, & D.

Zancanella, (Eds.). *The future of English teaching worldwide and its histories: Celebrating 50 years from the Dartmouth conference* (pp. 254-266). New York, NY: Routledge. Percentage of work completed by Skerrett: 65%.

**Skerrett, A.** (2018). Curricular and pedagogical perspectives on transnational students within socially just approaches to literacy education. In H. Jancs-Malone, K. Kew, & S. Rincon-Gallardo (Eds.). *The future directions of educational change: Social justice, professional capital, and systems change* (pp. 35-51). New York, NY: Routledge.

**Skerrett, A**. (2014). How can we educate diverse children if everything is standardized? In L. Reynolds (Ed.). *Imagine it better: Visions of what school might be* (pp. 58-74). Portsmouth, NH: Heinemann.

**Skerrett, A.** (2014, March). Lead the Change: Q&A with Allison Skerrett. *Lead The Change Series, 36.* A Publication of the American Educational Research Association, Educational Change Special Interest Group. Washington, DC.

Hargreaves, A., & **Skerrett, A**. (2012). School leadership for diversity. In J. A. Banks (Ed.), *Encyclopedia of Diversity in Education* (pp. 1886-1891). 5 pp. Thousand Oaks, CA: Sage. Percentage of work completed by Skerrett: 40%.

**Skerrett, A**., & Hersi, A. A. (2012). Culturally responsive literacy instruction. In R. Bean & A. Swan Dagen. (Eds.) *Best practices of literacy leaders,* (pp. 230-247). 18 pp. New York, NY: Guilford. Percentage of work completed by Skerrett: 70%.

## PERIODICALS

**Skerrett, A.** (2018, July 26). Promoting justice for transnational students. *International Education News*. https://internationalednews.com/2018/07/26/promoting-justice-for-transnational-students/

**Skerrett, A.** (2016, August 15). Who are transnational students? *Education Week,* Finding Common Ground. Available at: http://blogs.edweek.org/edweek/finding_common_ground/2016/08/who_are_transnational_students.html

**Skerrett, A.** (2015, Fall). Drawing on diverse students' out-of-school language, literacy, and cultural practices for literacy education. *The Illinois Reading Communicator Council. http://www.illinoisreadingcouncil.org/images/CommFall2015.pdf*

## EDITORIALS

Dobbs, C. L., Jang, B. G., Parsons, S. A., **Skerrett, A**., Aguilera, E. Dernikos, B. (2025). Reaffirming multiliteracies in politically regressive times. *Journal of Literacy Research, 57*(4), 391-393.

Dobbs, C. L., Jang, B. G., Parsons, S. A., **Skerrett, A**., Aguilera, E. Dernikos, B. (2025). Marks, metaphors and testimonios: Youth agency and identity in literacy research. *Journal of Literacy Research, 57*(3), 271-273.

Dobbs, C. L., Jang, B. G., Parsons, S. A., **Skerrett, A**., Aguilera, E. Dernikos, B. (2025). Debunking deficit ideologies and recruiting diverse students' repertoires for reading and other literate engagements. *Journal of Literacy Research, 57*(2), 111-113.

Dobbs, C. L., Jang, B. G., Parsons, S. A., **Skerrett, A**., Aguilera, E. Dernikos, B. (2025). Looking closely to understand literacy more deeply: Exploring established literacy refrains from unique vantage points. *Journal of Literacy Research, 57*(1), 3-5.

Bauer, E., Razfar, A., **Skerrett, A**., Dobbs, C. L., Jang, B. G., & Parsons, S. A. (2024). Critical religious literacy: From conflict to convergence. *Journal of Literacy Research*, *56*(4), 303-307.

Bauer, E., Razfar, A., **Skerrett, A**., Dobbs, C. L., Jang, B. G., & Parsons, S. A. (2024). Literacy as bearing witness: Teachers expanding literacy through authentic and hybrid student narratives. *Journal of Literacy Research*, *56*(3), 187-189. https://doi.org/10.1177/1086296X241275311

Bauer, E., Razfar, A., **Skerrett, A**., Dobbs, C. L., Jang, B. G., & Parsons, S. A. (2024). Reading linguistically diverse print, visual, and digital texts across physical and virtual worlds. *Journal of Literacy Research*, *56*(2), 99-101. https://doi.org/10.1177/1086296X241246404

Bauer, E., Razfar, A., **Skerrett, A**., Dobbs, C. L., Jang, B. G., & Parsons, S. A. (2024). Science of literacies: Meaning making & critical pragmatism in the postdigital age. *Journal of Literacy Research, 56*(1), 3–5. https://journals.sagepub.com/doi/epub/10.1177/1086296X241226798

Bauer, E., Razfar, A., **Skerrett, A**., Dobbs, C. L., Jang, B. G., & Parsons, S. A. (2023). Critically engaging "the other": Mediating relationships through narrative. *Journal of Literacy Research, 55*(4), 359-360. https://journals.sagepub.com/doi/epub/10.1177/1086296X231216215

Bauer, E., Razfar, A., **Skerrett, A**., Dobbs, C. L., Jang, B. G., & Parsons, S. A. (2023). Literacy at a Crossroads: Apocalypse and/or Opportunity? *Journal of Literacy Research, 55(2)*, 127–129. https://doi.org/10.1177/1086296X231180254

Bauer, E., Razfar, A., Skerrett, A., Dobbs, C. L., Jang, B. G., & Parsons, S. A. (2023). Beyond Emergence: Transcending Boundaries Across Literacy Education. *Journal of Literacy Research, 55*(1), 3–4. https://doi.org/10.1177/1086296X231163424

Bauer, E. B., Razfar, A., **Skerrett, A.,** Dobbs, C. L., Jang, B. G., & Parsons, S. A. (2022). Reimagining literacy learning from the literacies and lived experiences of people of color. *Journal of Literacy Research,* 54(4), 375–378. https://doi.org/10.1177/1086296X221140292.

Bauer, E. B., Razfar, A., **Skerrett, A.,** Dobbs, C. L., Jang, B. G., & Parsons, S. A. (2022). Drawing on diverse students' out-of-school language, literacy, and cultural practices for literacy education. *Journal of Literacy Research,* 54(3), 219-221.

Bauer, E. B., Razfar, A., **Skerrett, A.,** Dobbs, C. L., Jang, B. G., & Parsons, S. A. (2022). Challenging autonomous boundaries in literacy education across the world. *Journal of Literacy Research,* 54(2), 111-112.

## BOOK REVIEWS

**Skerrett, A.** (2010). Ben Levin (2008) *How to change 5000 schools: A practical and positive approach for leading change at every level: Harvard Education Press, Cambridge, MA, 2008. Journal of Educational Change, 11*(2), 177-181. 5 pp. H5-Index: 17. H5-Median: 31. Acceptance rate: 20%.

## EDITED VOLUMES

Roser, N., Franquiz, M., & **Skerrett, A.** (2011). (Eds.). Section 1: The Language Learner. In D. Lapp, & D. Fisher (Eds.). *Handbook of research on teaching the English language arts,* 3rd ed. New York, NY: Routledge. Percentage of work completed by Skerrett: 30%

## REPORTS

Scotland's International Council of Education Advisors: Third Report, 2021-2023 (2023). Authors (in alphabetical order by forename as listed in report): **A. Skerrett**, A. Harris, A. Hargreaves, A. Glaze, C. Campbell, C. Chapman, G. L. Donaldson, L. Watt, P. T. Ng, & P. Sahlberg. https://www.gov.scot/publications/international-council-education-advisers-third-formal-report-2021-2023/

United States Department of Education, National Assessment of Educational Progress (NAEP) and Wested.org. (2021). NAEP Reading Framework 2026. Reading Framework for the 2026 National Assessment of Educational Progress. Framework developed by an Invited Panel of Literacy Scholars, Educators, and Measurement Experts.

Scotland's International Council of Education Advisors Report, 2018-2020 (2020). Authors (in alphabetical order by forename as listed in report): A. Skerrett, A. Harris, A. Hargreaves,

A. Glaze, C. Campbell, C. Chapman, G. L. Donaldson, L. Watt, P. T. Ng, & P. Sahlberg. https://www.gov.scot/publications/international-council-education-advisers-report-2018-2020/

Scotland's International Council of Education Advisors Report, 2016-2018. (2018). (Authors: Chapman, C., Donaldson, G., Glaze, A, **Skerrett**, A., Harris, A., Campbell, C., Ng, P. T, Sahlberg, p., Hargreaves, A., Watt, L., Gadhia, J. A. Available at: http://www.gov.scot/Publications/2018/06/8477/downloads

National Council of Teachers of English/International Literacy Association Teacher Education Task Force. (2017). (Authors: Risko, V., Reid, L; Hoffman, J. Rodesiler, L., **Skerrett, A.**, & Teale, W.; with Shoffner, M., and Vazquez, V.) *Research advisory: Literacy teacher preparation*. Available at: https://literacyworldwide.org/docs/default-source/where-we-stand/ila-ncte-teacher-prep-advisory.pdf?sfvrsn=4

**NATIONAL AND INTERNATIONAL PRESENTATIONS (Competitively Selected)**
*Italics* Denotes Graduate Student Co-Presenters. *Denotes Practitioner Co-Presenters.

Afolalu, L., & **Skerrett, A.** (2026). Reconceptualizing Transnationalism: Black Global Mobility, Literacies, and Social Class. Paper presented to the American Educational Research Association Annual Conference. Los Angeles, CA. ***Best Paper Award recipient from the Caribbean and African Studies in Education (CASE) Special Interest Group***.

**Skerrett, A**. (2025, December). Literacy and Identity for Transnational Youth. In Literacies and Identities Study Group Session. Presented to the Literacy Research Association's Annual Conference. Las Vegas, NV.

**Skerrett, A.** Pacheco, M., Hinchman, K., Cervetti, G. N., Pearson, P. D., & Greenleaf, C. (2025, April). Socioculturally-responsive large-scale assessment: The case of the 2026 NAEP Reading Framework. Paper presented to the National Council for Measurement and Evaluation Annual Conference. Denver, CO

**Skerrett, A.** (2025). Methodologies for Exploring and Creating Narratives of Migration and Transnationalism in Various Contexts. Discussant in Panel Session presented to the American Educational Research Association Annual Conference. Denver, CO

**Skerrett, A**. (2024, December). Theoretical perspectives on transnationalism: Advancements for racial and policy sense-making. Paper presented to the Literacy Research Association's Annual Conference. Atlanta, GA.

Bauer, E. B., Razfar, A., **Skerrett, A**., Dobbs, C., Jang, B. G., & Parsons, S. (2024, December). Meet the editors: Curating literacy research that fosters "Good Trouble". Presented to the Literacy Research Association's Annual Conference. Atlanta, GA.

**Skerrett, A.**, & *Grady, M. (2024, November). Becoming Social Change Agents through Reading and Multimodal Composing: Insights from a Multicultural and Multilingual Boston Public Schools Classroom. Presented to the National Council of Teachers of English Annual Convention. Boston, MA.

**Skerrett, A.** (2024, June). *Caribbean-originated youth's transnational experiences with colonial-heritage languages: Introspection and innovation amidst imperialism*. Paper presented to the Caribbean Studies Association Annual Conference. St. Lucia.

**Skerrett, A**. (2024, April). *Intersections among religious identity, literacy and literacy instruction, and racial justice*. In The Seductive Power and Harm of Religious Rhetoric in Literacy. Symposium Panel presented to the American Educational Research Association's Annual Conference. Philadelphia, PA.

*Trautman, K*., Wetzel, M., **Skerrett, A**., *Halford, H*. (2024, April). *Exploring equity in teacher residencies: A systematic literature review*. Paper presented to the American Educational Research Association's Annual Conference. Philadelphia, PA.

**Skerrett, A**. (2023, December). Transnationalism, writing, and identity. In K. Frankel and C. Wagner symposium, *Literacy as identity practice across childhood and adolescence*. Presented to the Literacy Research Association's Annual Conference. Atlanta, GA.

*Espinosa, C*. Bauer, E. B., *Johnson, T*., & **Skerrett, A**. (2023, December). *Through the lens of culturally sustaining pedagogy and student identity*. Paper presented to the Literacy Research Association's Annual Conference. Atlanta, GA.

Bauer, E. B., Razfar, A., **Skerrett, A**., Dobbs, C., Jang, B. G., & Parsons, S. (2023, December). Meet the editors: Curating literacy research that fosters humanitarian thought and practice. Presented to the Literacy Research Association's Annual Conference. Atlanta, GA.

**Skerrett**, A., Smith, P., & Bauer, E. B. (2023, June). *Decolonizing Literacies in Caribbean Literacy Pedagogies.* Paper presented to the Caribbean Studies Association Conference. St. Croix, US Virgin Islands.

*Espinosa, C*. Bauer, E. B., *Johnson, T*., & **Skerrett, A**. (2023, April). *Reading Through Identities in Literature Discussions: Experiences of BIPOC Youth with Immigrant Backgrounds*. Paper presented to the American Educational Research Association's Annual Conference. Chicago, IL.

Bauer, E. B., Razfar, A., **Skerrett, A**., Dobbs, C., Jang, B. G., & Parsons, S. (2022, December). *Meet the editors: Disseminating knowledge that advances equity and justice in literacy research and practice*. Paper presented to the Literacy Research Association's Annual Conference. Phoenix, AZ.

**Skerrett, A.** (2022). *Transforming the "how" of multiliteracies pedagogy*. In Panel Presentation, *Updating the What, Why, and How of Multiliteracies Pedagogy*. Paper presented to the Literacy Research Association's Annual Conference. Phoenix, AZ.

**Skerrett, A.** (2021, December). *Understanding and Becoming Transnational Together: Expanding from Singular to Collective Perspectives on Transnational Identities, Literacies, and Communities*. Paper presented to the Literacy Research Association's Annual Conference. Atlanta, GA.

**Skerrett, A.,** & Smagorinsky, P. (2022, April). *Keeping it 💯: Teaching in times of crisis and other times too*. Paper presented to the American Educational Research Association Annual Meeting. San Diego, CA and Virtual.

**Skerrett, A.** (2020, November). *Learning opportunities that expand preservice English teachers' civic engagement*. Paper presented to the National Council of Teachers of English Annual Convention. (Virtual Conference).

**Skerrett**, A., *Vlach, S. K. & Omogun, L*. (2020, Apr 17 - 21) *Collaborative redesigns of a sociocultural approach to reading instruction in a world of cultural flows*. Paper accepted for presentation to the American Educational Research Association Annual Meeting San Francisco, CA. http://tinyurl.com/s3okfp3 (Conference Canceled)

**Skerrett, A.**, Warrington, A., Williamson, T., Salmeron, C. & Brady, R. (2020, Apr 17 - 21). *Critical teacher leadership for equity-oriented practices in urban classrooms, schools, and communities*. Paper accepted for presentation to the American Educational Research Annual Conference. San Francisco, CA. http://tinyurl.com/vtpqoc3 (Conference canceled).

**Skerrett, A.** (2020, January). *Inclusive educational practices for transnational, migrant, and refugee youth: North, south, and beyond*. Paper presented at the International Congress for School Effectiveness and Improvement. Marrakesh, Morocco.

**Skerrett, A.** (2019, December 6). *How might we integrate frameworks to study reading across social and cultural difference.* Paper presented to the Literacy Research Association's Annual Conference. Tampa, FL.

**Skerrett, A.** (2019, December 5). *"Real Religion." The roles of knowledge, dialogue, and sense-making in coming to a faith.* Paper presented to the Literacy Research Association's Annual Conference. Tampa, FL.

**Skerrett, A.** (2019, December 4). *Advancing methodological approaches for researching transnational youths' literacy learning within and across geographical educational worlds.* Paper presented to the Literacy Research Association's Annual Conference. Tampa, FL.

**Skerrett, A.,** Desperoux, J.**, & Smith, A.**. (2019, November 24). *Inquiry into English education programs to support educating diverse students.* Presented to the National Council of Teachers of English Annual Convention. Baltimore, MD.

**Skerrett, A.** (2019, November 24). "*Real Religion": The Roles of Knowledge, Dialogue, and Sense-Making in Coming to a Faith.* Paper in Symposium, *Legacies of Christian Languaging and Literacies in US Education,* organized by K. Burke, M. M. Juzwik, J. Stone, & D. Davila. Paper presented to the National Council of Teachers of English Annual Convention. Baltimore, MD.

**Skerrett, A.,** *Vlach, S.*, *Omogun, L., Cort, T., Parton, C., Nash, B.* (2018, November 29). *A community of Caribbean youths (re)claims abundant literate lives*. Paper presented at the Literacy Research Association's Annual Conference, Indian Wells, CA.

**Skerrett, A.,** Williamson, T.*, Salmeron, C., Brady, R.,* Warrington, S. (2018, November 29). *The intersections of identity, agency, and activist efforts of early career urban literacy educators*. Paper presented at the Literacy Research Association's Annual Conference, Indian Wells, CA.

**Skerrett, A.** (2018, November 29). *Literacy research that should expand meaningfulness within public policies: Teacher professional development and learning*. Paper presented at the Literacy Research Association's Annual Conference, Indian Wells, CA.

**Skerrett, A.** (2018, November 28). *Advancing theoretical perspectives on transnationalism in in literacy research*. Paper presented at the Literacy Research Association's Annual Conference, Indian Wells, CA.

**Skerrett, A.,** & Warrington, A. (2018, November 18). *Language arts instruction in middle and secondary classrooms*. Paper presented as part of a Symposium organized by D. Lapp & D. Fisher (Eds.).: "What's New in the 4th Edition of the *Handbook of Research on Teaching the English Language Arts*?". National Council of Teachers of English Annual Convention. Houston, TX.

**Skerrett, A.,** *Cort, T.*, French N.*, McKeon, M.*, & Smith, A.*. (2018, November 17). *Teaching for social justice: Stories from teacher educators, pre-service teachers, and new urban teachers*. Paper presented at the National Council of Teachers of English Annual Convention. Houston, TX.

**Skerrett, A.,** *Omogun, L., Cort, T., Parton, C., Nash, B*. (2018, July 23). *Changing literacy instruction to address students' learning needs in a globalized world: A teacher-researcher endeavor in a Caribbean school.* Panel Session presented to the International Literacy Association's Annual Conference. Austin, TX.

**Skerrett, A.,** & Warrington, S. (2018, July 23). *Language arts instruction in middle and secondary classrooms*. Paper delivered in a Session organized by D. Lapp & D. Fisher (Eds.).: "What's New in the 4th Edition of the *Handbook of Research on Teaching the*

*English Language Arts*?". Presented to the International Literacy Association's Annual Convention. Austin, TX.

**Skerrett, A.** (2018, June 6). *Negotiating musical cultures of the Caribbean and the United States*. Paper presented to the Caribbean Studies Association's Annual Conference. Havana, Cuba.

**Skerrett, A.** (2018, April 13). *Recentering the arts in public education in a globalized world*. Paper presented to the American Educational Research Association's Annual Meeting. New York, NY.

**Skerrett, A.** (2018, March 28). *Developing culturally relevant pedagogy and education policy for transnational Students*. Paper presented as part of a panel session: "A south-north dialogue on educational change: Pedagogy, the teaching profession, and systems change" to the Comparative and International Education Society Annual Conference. Mexico City, MX.

**Skerrett, A.,** & Kameen, E*. (2017, November 17). *Enacting social-justice focused curricula*. Paper presented to the National Council of Teachers of English Annual Meeting. St. Louis, MO.

**Skerrett, A.,** & *Vlach, S*. (2017, April 28). *Negotiating curriculum policies and practices across local and global educational communities: Pursuing educational equity.* Paper presented to the American Educational Research Association's Annual Meeting. San Antonio, TX.

**Skerrett, A.** *Williamson, T*., & Warrington, A. (2017, April 27). *English teachers' negotiations with professional development: Toward greater justice and academic achievement in urban schools*. Paper presented to the American Educational Research Association's Annual Meeting. San Antonio, TX.

**Skerrett, A.,** *Williamson, T., Rubin, J., LeeKeenan, A., & Land, C.* (2016, December 2). *Entering and changing the Field: New teachers' strategies of transforming literacy education in urban schools*. Paper presented to the Literacy Research Association's Annual Meeting. Nashville, TN.

**Skerrett, A.** & *Vlach, S*. (2016, December 1). *Mobilizing research, researchers, and research methodologies to promote the literacy achievement of transnational students.* Paper presented to the Literacy Research Association's Annual Meeting. Nashville, TN.

**Skerrett, A.,** *LeeKeenan, K.***,** *Rubin, R., Hendrix, A., & Land, C*. (2016, November 18). *Leading curriculum change in secondary English departments: Conversations with new urban teachers.* Paper presented to the National Council of Teachers of English Annual Convention. Atlanta, GA.

**Skerrett, A.** (2016, July 8). *Drawing on diverse students' out-of-school language, literacy, and cultural practices for teaching and learning.* Paper presented to the International Literacy

Association Reading Research Institute. Research on Literacy, Language, and Culture: Implications for Practice. Boston, MA.

**Skerrett, A.** (2016, April 11). *Public scholar-teachers: Designing, teaching, and theorizing from transnationally-inclusive curriculum and instructional approaches.* Paper presented to the American Educational Research Association's annual meeting. Washington, DC.

**Skerrett, A.** (2015, December 3). *"The soul of the music." Attending to purpose, imagination, and embodied experience in new literacies research.* Paper presented to the Literacy Research Association's Annual Conference. Carlsbad, CA.

**Skerrett, A.,** *Williamson, T., & Warrington, A*. (2015, December 3). "*To be that spark.": The experiences of equity-oriented English teachers in their first years in urban schools."* Paper presented to the Literacy Research Association's Annual Conference. Carlsbad, CA.

*Williamson, T.,* Desperoux, J.*, Kameen, A.*, **Skerrett, A**., & *Warrington, A*. (2015, November 21). *Becoming and being equity-minded English teachers in urban schools.* Paper presented to the National Council of Teachers of English Annual Convention. Minneapolis, MN.

**Skerrett, A.** (2015, November 20). *What arts of language in a transnational world?* Paper presented to the National Council of Teachers of English Annual Convention. Minneapolis, MN.

*Williamson, T*., & **Skerrett, A.** (2015, April 19). *Reconceptualizing professional communities for preservice urban teachers' development*. Paper presented to the American Educational Research Association's Annual Conference. Chicago, IL.

**Skerrett, A.** (2015, April 17). *Historical, philosophical, and cultural perspectives on religion in literacy curriculum theorizing, inquiry, and practice.* Paper presented to the American Educational Research Association's Annual Conference. Chicago, IL.

**Skerrett, A.** (2015, April 16). *Transnational youths' and teachers' experiences of English education across diverse world nations*. Paper presented to the American Educational Research Association's Annual Conference. Chicago, IL.

**Skerrett, A.,** & *Vlach, S.* (2014, December 6). *Caribbean-US youths' voices on transnationalism and literacy education*. Paper presented to the Literacy Research Association's Annual Conference. Marco Island, FL.

**Skerrett, A.,** *Williamson, T., & Warrington, A*. (2014, December 3). *Becoming urban English teachers within and across professional communities.* Paper presented to the Literacy Research Association's Annual Conference. Marco Island, FL.

**Skerrett, A.,** *Lindenberg, A., Sharp, C., & Jansky, K*. (2013, December 7). *Toward an understanding of the reading/writing dichotomy in youths' literate lives.* Paper presented to the Literacy Research Association's Annual Conference. Dallas, TX.

**Skerrett, A.,** *Warrington, A., & Pruitt, A*. (2013, December 4). *Blogging to shape identity, ideology, and practices of teaching English language arts*. Paper presented at the Literacy Research Association's Annual Conference. Dallas, TX.

**Skerrett, A.,** *Pruitt, A., & Warrington, A*. (2013, November 23). *Digital literacies as a tool for reinventing pre-service English teacher education*. Paper presented to the National Council of Teachers of English Annual Convention. Boston, MA.

**Skerrett, A.** (2013, November 22). *Reinventing English education in a transnational world.* Paper presented to the National Council of Teachers of English Annual Convention. Boston, MA.

**Skerrett, A.** (2013, April 30). *Pooling the resources of nations for designing transnational curriculum.* Paper presented to the American Educational Research Association. San Francisco, CA.

**Skerrett, A.** (2013, April 28). *Recruiting a wealth of languages and literacies for building writing identities.* Paper presented to the American Educational Research Association. San Francisco, CA.

Bomer, R., & **Skerrett, A.** (2012, November 29). *Adolescents' life stories of engagement—achieved and lost—in school.* Paper presented to the Literacy Research Association's Annual Conference. San Diego, CA.

**Skerrett, A.,** Bomer, R., *Fowler-Amato, M., & Jansky, K*. (2012, November 29). *Meeting them where they are: Studying youth literacies in and out of school.* Paper presented to the Literacy Research Association's Annual Conference. San Diego, CA.

**Skerrett, A.,** *Fowler-Amato, M., Chamberlain, K., & Sharp, C*. (2012, November 28). *Reading their lives in and out of school.* Paper presented to the Literacy Research Association's Annual Conference. San Diego, CA.

**Skerrett, A.** (2012, November 16). *Part of who I am: Adolescents' literate choices as statements of identity*. Paper presented to the National Council of Teachers of English. Las Vegas, NV.

**Skerrett, A.** (2012, April). *Languages and literacies in translocation. Experiences and perspectives of a transnational youth.* Paper presented to the American Educational Research Association. Vancouver, BC.

Horan, D., & **Skerrett, A.** (2012, April). *Multilingual identities and literacies: Learning from three South African educators*. Paper presented to the International Reading Association. Chicago, IL.

**Skerrett, A.,** *Fowler-Amato, M., Chamberlain, K., & Sharp, C*. (2011, December). *Adolescents as informants for relevant literacy practices: Literate lives in and out of school.* Paper presented to the Literacy Research Association. Jacksonville, FL.

**Skerrett, A.** (2011, April). *Tools and social arrangements for sustainable curricular change in diverse settings*. Paper presented to the American Educational Research Association. New Orleans, LA.

Hersi, A. A., **Skerrett, A**., & Deal, D. (2011, April). *Co-Teaching case study*: *A classroom teacher, reading specialist, and ESOL teacher collaborate in one classroom*. Paper presented to the American Educational Research Association. New Orleans, LA.

**Skerrett, A**, *Fowler-Amato, M., & Lindenberg, A*. (2010, December 2). *Literate lives in and out of school.* Paper presented to the National Reading Conference/Literacy Research Association. Fort Worth, TX.

*Jansky, K*., **Skerrett, A**., & Horan, D. (2010, December). *Deconstructing the social, cultural, and political narratives in Texas literacy curriculum policy.* Paper presented to the National Reading Conference/Literacy Research Association. Fort Worth, TX.

**Skerrett, A.** (2010, November 19). *Repositioning and renewal in a reading classroom*. Paper presented to the National Council of Teachers of English. Orlando, FL.

**Skerrett, A.** (2010, April/May). *Complex learning: Addressing the cognitive, emotional, and sociopolitical dimensions of literacy education.* Paper presented to the American Educational Research Association. Denver, CO.

**Skerrett, A.** (2010, April/May). *Racial grammar: English teachers' racial literacy knowledge and practice.* Paper presented to the American Educational Research Association. Denver, CO.

**Skerrett, A.** (2009, December). *The third space of literacy teacher education.* Paper presented to the National Reading Conference. Albuquerque, NM.

**Skerrett, A.** (2009, October). *Transforming multicultural education: Teaching literacy for social justice.* Paper presented to the National Association for Multicultural Education. Denver, Co.

**Skerrett**, **A**., & Hargreaves, A. (2009, April). *Student diversity and secondary school change in a context of increasingly standardized reform*. Paper presented to the American Educational Research Association. San Diego, CA.

**Skerrett, A**., Bomer, R., & *Consalvo, A*. (2009, April). *Borderzones in adolescents' literacy practices in and out of school: Literate lives in and out of the official curriculum*. Paper presented to the American Educational Research Association. San Diego, CA.

**Skerrett, A**., *Consalvo, A., & Bogard, T*. (2009, January). *In-school and out-of-school silences and conversations of race, gender, and cultural diversity*. Symposium presented to the Texas Council of Teachers of English Language Arts. Forth Worth, TX.

**Skerrett, A.** (2008, December). *Lolita, facebook, and multiple literacies: Pre-service teacher education gone awry?* Paper presented to the National Reading Conference. Orlando, FL.

**Skerrett, A.** (2008, November). *English teachers as change agents: Shifting monocultural curriculum through culturally responsive practices*. Paper presented to the National Council of Teachers of English. San Antonio, TX.

**Skerrett, A.** (2008, July). *Responding to student diversity through the English language arts: An international comparative perspective*. Paper presented to the International Reading Association World Congress. San Jose, Costa Rica.

**Skerrett, A.** (2008, March). *Diversity and educational change: Adapting educational theories and cultural myths in the pursuit of understanding*. Paper presented to the American Educational Research Association. New York, NY.

**Skerrett, A.** (2008, March). *Selecting and enacting the official curriculum for the English language arts: A sociological perspective***.** Paper presented to the American Educational Research Association. New York, NY.

**Skerrett, A.** (2007, November). *Multicultural literature in secondary schools: Policy, practice, and perspectives*. Paper presented to the National Reading Conference. Austin, TX.

**Skerrett, A.** (2007, November). *Multicultural literature teaching in diverse secondary classrooms: Considering teacher preparation and biography.* Paper presented to the National Association of Multicultural Education. Baltimore, MD.

**Skerrett, A.** (2006, November). *STEM faculty involvement in urban K12 outreach: Biographical and contextual factors that predispose, support, and inhibit involvement.* Paper presented to the National Association of Multicultural Education. Phoenix, AZ.

**Skerrett, A.** (2006, April). *Effective United States and Canadian schools: The role of students' racial and cultural diversity.* Paper presented to the American Educational Research Association. San Francisco, CA.

**Skerrett, A.** (2006, April). *Of mosaic and melting pot nations: Effects of increasing student diversity on curriculum and teaching.* Paper presented to the American Educational Research Association. San Francisco, CA.

**Skerrett, A.** (2006, April). *Coordinating K-12-university partnerships: Orchestrating shifts in cultures, structures, and practices.* Paper presented to the New England Educational Research Organization. Portsmouth, NH.

**Skerrett, A.** (2006, April). *Of melting pots and mosaics: Teaching English language arts in racially diverse United States and Canadian secondary classrooms.* Paper presented to the New England Educational Research Organization. Portsmouth, NH.

**Skerrett, A.** (2005, October). *Developing social justice educators through self-study research.* Paper presented to the Third Annual International Conference on Teacher Education and Social Justice. Honolulu, Hawai'i.

**Skerrett, A.** (2005, April). *Teaching and learning sociocultural theory: Reflections of a black woman faculty and her students.* Paper presented to the American Educational Research Association. Montreal, CA.

**Skerrett, A.** (2005, April). *Looking inward: The impact of race, ethnicity, gender, and social class background on pedagogical practices.* Paper presented to the American Educational Research Association. Montreal, CA.

**Skerrett, A.** (2005, January). *Women faculty of color in the university classroom: Preparing teachers for diverse learning environments.* Paper presented to the Holmes Partnership. Philadelphia, PA.

**Skerrett, A**., *Hersi, A., Gutierrez, K., Reid, S., & Watts, L*. (2005, January). *For the new scholar: The art of preparing proposals to present education research.* Paper presented to the Holmes Partnership. Philadelphia, PA.

**Skerrett, A.** (2005, January). *The mosaic and the melting pot: Canadian and United States teachers' response to increasing student diversity over time.* Paper presented to the International Congress for School Effectiveness and Improvement (ICSEI). Barcelona, Spain.

**Skerrett, A.** (2004, July) *Teacher biography, work context and subject matter: Teaching and learning effects.* Paper presented to the Anti-oppressive Education Conference. San Francisco, CA.

**Skerrett A.** (2004, February). *Teacher leadership in and out of the classroom: Are there academic and social benefits for students?* Paper presented to American Association of Colleges of Teacher Education (AACTE). Chicago, IL.

**INVITED PRESENTATIONS**

**Skerrett, A.** (2025, March). *Raciolinguistics across transnational educational contexts: Transnational youth sounding out and speaking back to colonialist logics*. Invited Lecture delivered to the University of South Carolina. Columbia, SC.

**Skerrett, A**. (2024, December). Democratizing approaches to literacy research on transnationalism. In Panel Session *Democratizing Approaches to Literacy* Sponsored by the Doctoral Student Innovative Community Study Group of the Literacy Research Association's Annual Conference. Atlanta, GA.

**Skerrett, A.** (2024, March). *Literacy teaching and teacher education for reading beyond the printed word*. Keynote Address delivered to the Ohio Deans Compact Annual Conference. Dublin, OH.

Madkins, T., **Skerrett A**., Patterson Williams, A. (2024, April). *Culturally sustaining and responsive instruction for transnational children: Considerations for PK-6 STEM teacher education*. Invited Presidential Session presented to the American Educational Research Association's Annual Conference. Philadelphia, PA.

**Skerrett, A.** (2024, November). *Teacher Education in These Times*. In Panel Session: A Dialogue Among CNV Mentors: How is this political moment impacting your research and work? (with Panelists Sybil Durand, Lauren Leigh Kelly, Qiana Cutts). Presented to the National Council of Teachers of English Annual Convention. Columbus, OH.

**Skerrett, A.** (2023, September, 28). *Centering diverse learners and critical knowledges in a re-imagined Scottish curriculum.* Keynote Address delivered to the Scottish Learning Festival. Virtual. www.worldedsummit.com.

**Skerrett, A. (**2023, May 31). *Research for, by, and with us: Constructing Caribbean-based knowledges for literacy education with Caribbean-origin youth*. Keynote Lecture delivered to the RISE Caribbean Education Conference. University of South Florida. Tampa, FL.

**Skerrett, A.** (2023, March 22). *Advancing Transnationally-Inclusive Aproaches to Education.* World Education Summit. Virtual. www.worldedsummit.com.

**Skerrett, A.** (2023, March 8). *Reading with sociocultural and cognitive resources: Advancing sociocognitively-informed approaches to reading instruction.* Opening Keynote delivered to the Comprehensive Literacy State Development Convening. US Department of Education. Washington, D.C.

**Skerrett, A. (**2022, December). *Banned books and banners for change: Literacy education for troubled times*. Invited Integrative Research Review Panel Member. Paper delivered to the Literacy Research Association. Phoenix, AZ.

**Skerrett, A.** (2022, October, 8). *Multiple languages and literacies for being transnational across Caribbean and other nation states*. Invited Lecture delivered to Northwestern University. Evanston, IL.

**Development Panel of the National Assessment of Educational Progress (NAEP) 2026.** (2021, December). *The 2026 NAEP Reading Framework: Promise and Politics.* Delivered to the Literacy Research Association, December 4th, 2021. Atlanta, GA.

**Skerrett, A.,** David, S., Pratt, K., & Kasun, S. (2020). *Border Realities as Assets for Fostering Transliteracies, Multiculturalism, and Multilingualism.* Presented to the Literacy Research Association's Multilingual and Transnational ICG. December 4th, 2020.

**Skerrett, A.** (2020, October 24). *Multiple languages and literacies for being transnational across the Caribbean and other nation states.* Invited Plenary delivered at the Second Language Research Forum. Vanderbilt University. (Virtual Conference).

**Skerrett, A.** (2019, December 5). Senior Scholar Presentation to Doctoral Student ICG Study Group: *Publish or perish? Designing studies, writing manuscripts, and publishing research while maintaining self-care.* A Literacy Research Association-sponsored session that supports doctoral students in literacy research. Presented to the Literacy Research Association's Annual Conference. Tampa, FL.

**Skerrett, A.** (2019, November 22). Senior Scholar Participant in *L. Ramon Veal Research Seminar.* An ELATE-sponsored session that supports graduate students and teacher researchers engaged in educational research through directed discussion with senior scholars in ELA teacher education. Presented to the National Council of Teachers of English Annual Convention. Baltimore, MD.

**Skerrett, A.,** *Vlach, S., Omogun, L., Cort, T., Parton, C., Nash, B*. (2018, July 23). *What can teachers learn from the literate lives of youths living in a globalized world?* Invited Session sponsored by the Literacy Research Panel presented at the International Literacy Association's Annual Conference. Austin, TX.

**Skerrett, A.** (2018, July 21). *Taking new directions in research*. Paper presented in Research Symposium: Literacy Research for Social Change. Sponsored by the Literacy Research Panel. Presented at the International Literacy Association's Annual Conference. Austin, TX.

**Skerrett, A.** (2018, July 10). *Transnationally-tailored redesigns of the art of English in response to a globalized world.* Invited Keynote Address delivered to the Australian Literacy Educators' Association and Australian Association for the Teaching of English Annual Conference.

**Skerrett, A.** (2017, October 24). *At the nexus of teacher education, research and practice: Transforming literacy education in urban schools*. Invited Lecture delivered to the Lynch School of Education, Boston College.

**Skerrett, A.** (2017, September 22). *An international perspective on what Scotland is doing well and what it can do to improve*. Symposium of the International Council of Education Advisers to Scotland (Other Education Advisers Presenting: Drs. Carol Campbell, Chris Chapman, Graham Donaldson, Avis Glaze, Andy Hargreaves, Pak Tee Ng, and Pasi Sahlberg.) Scottish National Improvement Conference for Education. Glasgow, Scotland.

**Skerrett, A.** (2017, September 22). *Professional learning, effective leadership, and pedagogy: Q&A with the International Council of Education Advisers to Scotland*. (Other Education Advisers Presenting: Drs. Carol Campbell, Chris Chapman, Graham Donaldson, Avis Glaze, Andy Hargreaves, and Pak Tee Ng). Scottish National Improvement Conference for Education. Glasgow, Scotland.

**Skerrett, A.** (2017, September 21). *Response to Scotland's Deputy First Minister of Education on the current position and future plans of Scottish education*. Symposium of the International Council of Education Advisers to Scotland (Other Education Advisers Presenting: Drs. Carol Campbell, Chris Chapman, Graham Donaldson, Avis Glaze, Andy Hargreaves, Alma Harris, Pak Tee Ng, and Pasi Sahlberg.) The Scottish Learning Festival. Glasgow, Scotland.

**Skerrett, A.** (2017, September 8). *The potential of transnational youths' multiliteracies for literacy education and social justice in a globalized world.* Keynote Address at the Literacy, Empathy, and Social Sustainability Conference. Halmstad University, Halmstad, Sweden.

**National Council of Teachers of English/International Literacy Association Teacher Education Task Force. (**2015, November 21). (Authors: Reid, L; Cambridge, B., Hoffman, J. Risko, V., Rodesiler, L., **Skerrett, A.,** & Teale, W.) *Teacher Preparation: Effective Practices and Changing Narratives.* Papers presented to the National Council of Teachers of English Annual Convention.

**Skerrett, A.** (2015, November 11). *Drawing on diverse students' out-of-school language, literacy, and cultural practices for teaching and learning in the literacy classroom.* Webinar Professional Lecture delivered to the Illinois Reading Teacher Council.

**Skerrett, A.** (2015, October 12-13). *Teaching transnational youth: Literacy and education in a changing world.* Brinton Chair Talk on Urban Teaching. Invited Lecture delivered to the University of California, Berkeley.

**National Council of Teachers of English/International Literacy Association Teacher Education Task Force** (2015, July). (Authors: Reid, L; Cambridge, B., Hoffman, J. Risko, V., Rodesiler, L., **Skerrett, A.,** & Teale, W.) *Cultivating literacy achievement through quality teacher preparation"*. Papers presented to the International Literacy Association Annual Conference.

**Skerrett, A.** (2014, October). Religious literacies in literacy education. Podcast on http://www.voiceofliteracy.org. An affiliate of the International Reading Association.

**Skerrett, A.** (2014, June). Critical race theory in education. Literacy Research Association, Research to Practice Episode 9. Available at: https://www.youtube.com/watch?v=RINJsYZ531k&list=UUxY2el4yNrRnAOLfvx3mTOg. An affiliate of the Literacy Research Association.

**Skerrett, A.** (2014, May). *Literacy education in multicultural, multilingual, and multiliterate classrooms.* Invited Keynote Address, Korean Association of Multicultural Education. Seoul, South Korea.

**Skerrett, A.** (2013, June). *The teaching and learning of literacy with adolescents*. Lecture delivered at the Master Reading Teacher Summer Institute, The University of Texas at Austin, Austin, TX.

Roser, N. L., Franquiz, M., **Skerrett, A.** (2013, April 21). *Section 1: The Language Learner. Handbook of Research on Teaching the English Language Arts*. Paper presented to the International Reading Association, San Antonio, TX.

Ball, A. F., **Skerrett, A.**, & Martinez, R. (2013, April 21). *Research on diverse students in culturally and linguistically complex language arts classrooms*. Paper presented to the International Reading Association. San Antonio, TX.

**Skerrett, A.** (2012, June). *Adolescent literacy instruction in diverse classrooms*. Lecture delivered at the Master Reading Teacher Summer Institute, The University of Texas at Austin, Austin, TX.

Roser, N. L., Franquiz, M., **Skerrett, A.** (2012, May). *Section 1: The Language Learner. Handbook of Research on Teaching the English Language Arts*. Paper presented to the International Reading Association, Chicago, IL.

**Skerrett, A.,** & Hersi, A. A. (2012, April). *Culturally responsive literacy pedagogy.* Paper presented to the International Reading Association. Chicago, IL.

**Skerrett, A.** (2013, March). *Facilitating classroom discussions: Theories of learning, participation structures, and generative questioning.* Talk delivered to McNair Scholars Program, The University of Texas at Austin, Austin, TX.

**Skerrett, A.** (2011, June). *Adolescent literacy instruction in diverse classrooms*. Lecture delivered at the Master Reading Teacher Summer Institute, The University of Texas at Austin, Austin, TX.

Roser, N. L., Franquiz, M., **Skerrett, A.** (2011, May). *Section 1: The language learner. Handbook of Research on Teaching the English Language Arts*. Paper presented to the International Reading Association, Orlando, FL.

**Skerrett, A.** (2011, March). *Teaching and learning in culturally relevant classrooms today: Texts, talk, and tasks.* Paper presented to the Heart of Texas Writing Project. Austin, TX.

Ball, A. F., **Skerrett, A.**, & Martinez, R. (2010, November 19). *Research on diverse students in culturally and linguistically complex language arts classrooms*. Paper presented to the National Council of Teachers of English. Orlando, FL.

Roser, N. L., Franquiz, M., **Skerrett**, A. (2010, November 19). *Section 1: The Language Learner. Handbook of Research on Teaching the English Language Arts*. Paper presented to the National Council of Teachers of English. Orlando, FL.

**Skerrett, A.** (2010, June). *Adolescent literacy: Current research and practice.* Lecture delivered at the Master Reading Teacher Summer Institute, The University of Texas at Austin, Austin, TX.

Bean, R., Cassidy, J., Kern, D., Miller, D., **Skerrett, A**., Altieri, J., & Strickland, R. (2010, April). *Standards for reading professionals 2010.* Presented to the International Reading Association's Annual Convention. Chicago, IL.

**Skerrett, A.** (2008, June). *Adolescent literacy: Current research and practice.* Lecture delivered at the Master Reading Teacher Summer Institute, The University of Texas at Austin, Austin, TX.

**Skerrett, A.** (2008, April). *Multicultural literature and multicultural education.* Talk delivered to Dr. Nancy's Roser's Issues in Elementary Language Arts Course, Department of Curriculum & Instruction, The University of Texas at Austin.

**Skerrett, A.** (2004, October). *Urban connections: The Dorchester Educational Complex and University of Massachusetts, Boston partnership.* Presented to the University of Massachusetts Boston Urban Mission Committee's "Urban Connections Forum". Boston, MA.

**Skerrett, A.** (2004, October). *Classroom management in urban school contexts.* Symposium at Boston College, Boston, MA.

**Skerrett, A.** (2003, April). *The first year of teaching*. Symposium at Boston College, Boston MA.

**Skerrett, A.** (2001, May). *Using technology in the English language arts classroom*. Presented to Boston Public Schools faculty. Madison Park High School, Boston, MA.

**Skerrett, A.** (2000, September). *SEED (Sowing Educational Equity and Diversity*). Workshop Presentation to faculty at Dorchester High School. Boston, MA.

**Skerrett, A.** (2000, May). *Teaching Huck Finn: Looking at race*. Symposium at the University of Massachusetts at Boston, Boston, MA.

## MEDIA PRESENTATIONS

**Skerrett, A**. & Persohn, L. (Host). (2023, May. 9). A conversation with Allison Skerrett: RISE Caribbean Special Series (Season 3, No. 24) [Audio podcast episode]. In Classroom Caffeine Podcast series. https://www.classroomcaffeine.com/guests. DOI: 10.5240/9D8C-84C1-8FB6-1C92-61E0-6

## FUNDED GRANTS AND OTHER COMPETITIVELY SELECTED MONETARY RESEARCH AWARDS

Co-Principal Investigator. Spencer Foundation Vision Grant. Culturally Relevant and Responsive Elementary STEM Education: Supporting Preservice Teachers' Development (PI: T. C. Madkins, Co-PI: A. Skerrett). Award Period: April 2023-March, 2025. Amount: $75,000

Principal Investigator. The Texas Higher Education Coordinating Board. Educator Preparation Planning Grant. Award Period: July, 2022-September, 2022. Amount: $50,000.

Principal Investigator. Texas Education Curriculum Literacy Learning Community Grant. Bill and Melinda Gates Foundation. Award Period: September 2021-May 2022. Amount: $100,000.

Principal Investigator. Texas Education Curriculum Literacy Learning Community Planning Grant. Carnegie Corporation of New York. Award Period: October 2021-June 2022. Amount: $100,000

Principal Investigator. National Writing Project (NWP). The Panda New Teacher Fellowship Grant program. Award Period: June, 2020- August 31, 2021. Amount: $3000.

Principal Investigator. National Writing Project (NWP). The 2017 LRNG Innovators Challenge Grant: Choice and Voice: Agency and Audience in a Resilient Rural Texas Community (Heart of Texas Writing Project). Award Period: June 1, 2017 to August 31, 2018. Amount: $20,000.

Principal Investigator. National Writing Project (NWP). NWP SEED Invitational Institute to Invest in Developing New Teacher-Leaders Grant (Heart of Texas Writing Project). Award Period: May 1, 2016 to August 31, 2017. Amount: $15,000

Principal Investigator. College of Education Faculty Grant. The University of Texas at Austin. Award Period: February 1, 2016 to January 31, 2017. Amount: $9,991.

Principal Investigator. University of Texas Research Grant. Award Period: October 12, 2015 to August 31, 2018. Amount: $6,000.

Principal Investigator, Special Research Grant, The University of Texas at Austin. Award Period: March 11, 2015 to August 31, 2015. Amount: $750.

Principal Investigator, Special Research Grant, The University of Texas at Austin. Award Period: December 5, 2013 to August 31, 2014. Amount: $750.

Principal Investigator, Dean's Research Award, College of Education, The University of Texas at Austin. Award Period: September 19, 2011 to August 31, 2011. Amount: $3,000.

Principal Investigator, The University of Texas at Austin Graduate School Junior Faculty Research Award. Award Period: July 1, 2011 to August 31, 2011. Amount: $10,000

Principal Investigator, Special Research Grant, The University of Texas at Austin. Award Period: January 27, 2010 to August 31, 2010. Amount: $750.

Co-Principal Investigators, Lisa Gonsalves, Assistant Professor (50% effort), **Allison Skerrett**, Instructor and Partnership Coordinator (30% effort), Brian White, Instructor, (10% effort) and Marietta Schwartz, Instructor, (10% effort). The University of Massachusetts at Boston's Noyce Scholars Program Grant. National Science Foundation. Award Period: September 1, 2005 to August 31, 2009. Amount: $449, 433.000. (Skerrett period of involvement, September 2005-June 2016).

## THE UNIVERSITY OF TEXAS AT AUSTIN: UNDERGRADUATE AND GRADUATE THESES, REPORTS, AND DISSERTATIONS

### Undergraduate Theses

Anna Catherine Alvis, 2016-2017, Second Reader

Jessica Tillis, 2008-2009, Second Reader

### Master's Reports

Deborah Kelt, 2008-2009, Second Reader

### Doctoral Dissertation Committees Chair

Meagan Pike Dean. In Progress.

Christopher Terrazas. In Progress.

Valerie Taylor. In Progress.

Brady Nash (Co-Chair; Completed, January, 2022). Assistant Professor, University of Florida.

Lakeya Omogun (Completed, July, 2021). Assistant Professor, University of Washington, Seattle.

David Barry (Co-Chair). Completed Spring 2021. Assistant Professor at Westchester University, New Jersey.

Chea Parton. Completed Summer, 2020. Adjunct Instructor, The University of Texas at Austin.

Kira LeeKeenan, Completed, Summer 2019. Assistant Professor at University of California Fullerton.

Aimee Hendrix, Completed, Summer 2019, Assistant Professor at Texas Women's University, TX.

Charlotte Land, Completed, Spring 2019. Assistant Professor at Pennsylvania State University.

Alina Pruitt, Completed, Fall 2018. Lecturer. The University of Texas at Austin.

Thea Williamson, Completed, Summer 2018. Assistant Professor at Salisbury University, MD.

Amber Warrington, Completed, Summer 2016. Associate Professor at Boise State University, Boise, ID.

Ann David, (Co-Chair), Completed, Summer, 2014. Associate Professor at University of the Incarnate Word, San Antonio, TX.

**Doctoral Student Dissertation Committees Membership**

Melissa Ibarra. In Progress.

Molly Marek. In Progress.

Claire Collins, Completed. August, 2024

Rebecca Witte. Completed, May 2024 (Michigan State University).

Lori Adair, (Van Dike). Completed, Spring 2023.

Sian Charles-Harris, Completed, Fall, 2022 (University of Connecticut)

Rosalyn Harvey, Completed, Spring 2020.

Christopher Olshefski, Completed, Spring 2020 (University of Pittsburgh)

Saba Vlach, Completed, Spring 2019.

Jessica Rubin, Completed, Spring 2019.

Alexis McCoy, Completed, Spring 2018.

Michelle Fowler-Amato, Completed, Summer, 2015

Anna Consalvo, Completed, Spring, 2011

Jennifer Jefferson, Completed, Spring 2011

Treavor Bogard, Completed, Summer 2010

## THE UNIVERSITY OF TEXAS AT AUSTIN COURSES TAUGHT

### Graduate Courses

EDC 185G: Doctoral Seminar: Language and Literacy Studies

EDC 381R: Introduction to Systems of Human Inquiry

EDC 385G: Research on Adolescent Literacy In and Out of School

EDC 390T: Research in English Language Arts

EDC 398T: Directed Supervision of Teaching in Curriculum & Instruction

### Graduate Courses in the Urban Teachers Teacher Education Program

EDC 382S: Teaching Secondary English and Reading

EDC 385G: Literacy and Social Change

### Undergraduate Courses in Preservice Teacher Education Programs

ALD 327/AFR374D Sociocultural Influences on Learning (Department-wide)

EDC 350/650S: Secondary School Teaching Practicum, English (Urban Teachers)

EDC 371/339F: Adolescent Literacy (University and Department-wide, and Urban Teachers)

EDC 370S: Advanced Methods, English Language Arts and Reading (Urban Teachers)

## ADMINISTRATIVE AND COMMITTEE SERVICE

## University of Texas System

**Member**, ElevateTXEd Leadership Council. Spring 2023-Present

**Member**, ElevateTXEd Policy Working Group on Teacher Preparation. Spring 2023-Present.

## The University of Texas at Austin

**Member.** Associate Deans Council. Fall, 2024 to Present

**Mentor,** Provost's Mentored Faculty Scholars Program. 2024-2025.

**Member.** Research Integrity Office Faculty Investigative Committee. July, 2024-January, 2025

**Member,** Review Board for Vice President of Research and Creative Grants. 2018-2019. University-wide Committee.

**Member,** Review Board for Vice President of Research Research and Creative Grants. 2017-2018. University-wide Committee.

**Member,** International Education Scholarship Fee Committee. 2017-2018. University-wide Committee.

**Faculty Associate,** Institute for Urban Policy Research & Analysis (IUPRA). August 2017-Present. University-wide Institute.

**Member,** Texas Success Initiative Program Faculty Advisory Committee. 2013-2019. University-wide Committee.

**Member,** Undergraduate Studies Faculty Writing Committee, 2011-2014. Cross-College Committee.

**Member,** UTeach Liberal Arts and College of Education Teacher Education Committee. 2007-2012. Cross-College Committee.

## College of Education, The University of Texas at Austin

**Associate Dean for Academic Affairs.** College of Education. August, 2024 to Present

**Director of Teacher Education,** College of Education. September, 2019- August, 2024.

**Chair,** Dean's Distinguished Teaching Award. Spring, 2022, Spring, 2023, Spring 2024, Spring 2025

**Member,** College of Education Leadership Team. Fall 2020-Present

**Chair,** Graduate Curriculum Advisory Committee. Spring 2025-Present

**Chair**, Education (Education Degrees) Committee, Fall 2024-Present

**Chair**, Undergraduate Curriculum Committee. Fall, 2024-Present

**Chair,** Teacher Education Committee. August, 2018-Present

**Member,** Assessment Committee. Fall 2020-Present

**Member,** Undergraduate Curriculum Committee, Fall 2020-Summer, 2024

**Member,** Applied Learning and Human Development Committee, Fall 2022-Summer, 2024

**Member,** Teacher Education Committee. 2017-2019.

**Member,** Inclusion and Diversity Committee. 2016-2020.

## Department of Curriculum and Instruction, College of Education

**Director,** The University of Texas Urban Teachers Teacher Education Programs. Spring 2018-Summer 2019

**Director and Academic Advisor,** The University of Texas Urban Teachers/UTeach Urban Teachers Secondary English Teacher Education Programs. 2012-Present.

**Chair,** Graduate Studies Committee. 2019-2020

**Associate Chair,** Graduate Studies Committee. 2017-2019

**Member,** Executive Committee. 2014-2016, 2018-Present.

**Lead Cohort Coordinator,** University of Texas Urban Teachers Secondary English Teacher Education Programs. 2012-Present

**Member,** Graduate Program Adviser Committee. 2010-2015; Spring 2017.

**Minority Liaison Officer**, 2017-2020

**Member,** Foundations, Research and Common Course Committee. 2010-Present.

**Chair,** Graduate Fellowships and Scholarships Committee. 2014-2015.

**Member,** Graduate Fellowships and Scholarships Committee. 2015-2017.

**Graduate Program Adviser,** Language and Literacy Studies. 2012-2014.

**Search Committee Co-chair,** Literacy Faculty Search, 2019-2020

**Search Committee Memberships,** Elementary and Secondary Literacy Faculty Searches: 2007-2008, 2009-2010, 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2019-2020, 2020-2021, 2022-2023.

**Member,** Dean's Fellowship Award Committee. 2014.

**Member,** Fellowships and Awards Committee. 2009-2011.

**Member**, Internal Review Board, *Anthropology and Education Quarterly*. 2007-2008.

## International Professional Service

**Education Adviser, Scotland's International Council of Education Advisers, Scotland, UK.** Appointed July 15, 2016-Present.

**Australian Literacy Educators' Association and Australian Association for the Teaching of English.** (2018, July 11). Teacher Professional Development Workshop: *How to artfully redesign your English curriculum using a transnationally-inclusive framework.*

**Caribbean Examinations Council.** Research Advisory Council Member. May, 2022- May, 2025.

**International Literacy Association**

**Member,** Literacy Research Panel, May, 2017 to August, 2018

**Member, Search Committee for Journal Editorial Team** *Reading Research Quarterly.* February 2017-August 2017

**Editorial Board Member,** *Reading Research Quarterly*. August 2016 to Present.

**Editorial Board Member,** *Journal of Adolescent and Adult Literacy.* June, 2016-Present

**Member,** Joint International Literacy Association and National Council of Teachers of English Teacher Education Task Force. August, 2014-2017.

**Member**, International Reading Association's 2010 Standards Revision Committee. 2008-2010

**Member,** International Reading Association's Research Committee, 2010-2014.

## National Professional Service

**United States Department of Education, National Assessment of Educational Progress (NAEP) and Wested.org.** NAEP Reading Assessment Framework 2026. Member of Visioning and Development Panels. September 2019-2021)

**WGBH** Education Department, Boston, MA and **Annenberg Foundation**, Los Angeles, CA. Adviser to Literacy across the Disciplines Professional Development Project. 2013-2016.

**American Educational Research Association**

**Program Chair,** Educational Change Special Interest Group. 2009-2012.

**Mentor to New Scholars,** Educational Change Special Interest Group. 2016-2018.

**Member**, American Educational Research Association, Conference Proposals Panel Review Board, Division G, Section 4, Social Contexts of Educational Policy, Politics, and Praxis. 2008-2009.

**Chair,** Annual Conference Research Roundtable Presentations for Division G, Social Contexts of Education. 2012, 2013.

**Reviewer,** *American Educational Research Journal,* An Official Journal of AERA. 2008-Present.

**Literacy Research Association**

**Editor,** *Journal of Literacy Research,* 2022-2024

**Member, Board of Directors**. 2018-2020

**Editorial Board Member.** *Journal of Literacy Research*. 2017-Present

**Publications Committee.** 2015-2017.

**Faculty Mentor**, Literacy Research Association's Scholars of color Transitioning into Academic Research Institutions (STAR) Mentoring Program. Faculty Mentor for 2013-2015 Cohort and 2024-2026 Cohort.

**Reviewer,** *Journal of Literacy Research,* An Official Journal of the Literacy Research Association.

**Invited Reviewer,** *Literacy Research: Theory, Method, and Practice.* 2015, 2017, 2019.

**Invited Reviewer**, Literacy Research Association's Annual Conference Proposals, 2013, Area 6: Adolescent, College and Adult Literacy Processes.

**Invited Reviewer**, Literacy Research Association's Annual Conference Proposals, 2013, 2014. Area 7: Social, Cultural, and Political Issues of Literacy Practices in and out of School.

**Member,** National Reading Conference Student Outstanding Research Award Committee, 2008-2011.

**Invited Reviewer,** National Reading Conference 59th Yearbook.

**National Council of Teachers of English**

**Member, Executive Committee,** English Language Arts Teacher Educators (ELATE), 2018-2020

**Faculty Mentor,** Cultivating New Voices Mentoring Program, 2018-2020 Cohort, 2020-2022 Cohort, 2022-2024 Cohort, and 2024-2026 Cohort.

**Faculty Mentor,** Ramon Veal Mentoring Program, 2017-Present.

**Member,** Joint International Literacy Association and National Council of Teachers of English Teacher Education Task Force. August, 2014-2017

**Editorial Board Member,** *Research in the Teaching of English,* An Official Journal of NCTE, 2012- Present.

**Faculty Mentor,** Conference on English Education's Mentoring Program. 2013-2014.

**Member,** Conference on English Education's Nominating Committee, 2013-2014.

**Reviewer,** *Research in the Teaching of English,* An Official Journal of NCTE, 2009-Present.

**Reviewer,** *English Education,* An Official Journal of NCTE, 2008-Present.

**External Reviewer Service to Universities**

Rutgers University. (2025). Review for Promotioon to Professor

Indiana University, Bloomington. (2025). Review for Promotion to Associate Professor

University of Pennsylvania. (2024). Review for Promotion to Professor.

University of Michigan. (2024). Review for Promotion to Professor.

Michigan State University. (2024). Review for Promotion to Associate Professor.

University of Maryland. (2024). Review for Promotion to Professor.

Teachers College, Columbia University. (2023). Review for Promotion to Professor

Teachers College, Columbia University. (2022). Review for Promotion to Professor

New Mexico State University. (2022). Review for Promotion to Associate Professor

Syracuse University. (2021). Review for Promotion to Associate Professor

Michigan State University. (2020). Review for Promotion to Associate Professor

University of South Florida (2020). Review for Promotion to Associate Professor

Texas State University. (2019). Review for Promotion to Associate Professor

New Mexico State University. (2018). Review for Promotion to Associate Professor

**Evanston School District. Evanston, IL.** (2016, February 3). District-wide Professional Development Workshop for Literacy Teachers. *Drawing on diverse students' out-of-school language, literacy, and cultural practices for teaching and learning: Making more of literacy teaching and learning in school.*

## State and Local Professional Service

**Consortium of State Organizations for Texas Teacher Education. Member.** (2022-Present).

**Raising Texas Teachers/Raise Your Hand Texas Foundation and Carnegie Foundation. Member,** The University of Texas at Austin. (2018-Present). State-wide University-based Teacher Preparation Programs Collaborative of 10 selected Texas universities working on improving university-based teacher preparation programs across Texas.

**Heart of Texas Writing Project, Austin TX**

**Principal Investigator of Grants,** July 2017-Present.

**Co-Facilitator,** Teacher Study Group, Culturally Responsive Teaching. 2008-2009.

**Other Journal Editorial Board Memberships**

*Journal of Educational Change*, 2015-Present.

*Journal of Professional Capital and Community*, 2015-Present.

*Teaching Education Journal,* 2012-2016.

**Reviewer for Other Professional Journals,** 2006-present

*Action in Teacher Education*

*Bilingual Research Journal*

*Educational Studies*

*Journal of Canadian Education*

*Teaching and Teacher Education*

*Race, Ethnicity, and Education*

*Written Communication*

*Urban Education*

## HONORS, AWARDS, AND SPECIAL RECOGNITIONS

American Educational Research Association's (AERA) Caribbean and African Studies in Education (CASE) SIG Best Paper Award (2026). *Reconceptualizing Transnationalism: Black Global Mobility, Literacies, and Social Class* (Lakeya Afolalu, **Allison Skerrett**).

Barbie M. & Gary L. Coleman Professorship in Education. September, 2023. College of Education. The University of Texas at Austin.

The Literacy Research Association's Edward B. Fry Book Award (2019) for *Teaching transnational youth: Literacy and education in a changing world* (Skerrett, 2015, Teachers College Press). In recognition of a book that advances knowledge about literacy, displays inquiry into literacy, and shows responsible intellectual risk taking.

Elizabeth Shatto Massey Award for Excellence in Teacher Education. Texas Exes, The University of Texas at Austin. 2019

Fellow, Elizabeth Shatto Massey Fellows of Excellence in Teacher Education. Texas Exes, The University of Texas at Austin. 2019-Present

Invited Commencement Speaker, College of Education. December 2018 Commencement Ceremony. The University of Texas at Austin.

Dean's Distinguished Teaching Award, 2018, College of Education, The University of Texas at Austin.

Louise Spence Griffeth Fellowship for Excellence, 2017-2018, College of Education, The University of Texas at Austin.

Louise Spence Griffeth Fellowship for Excellence, 2016-2017, College of Education, The University of Texas at Austin.

Fellow in the Maxine Foreman Zarrow Endowed Faculty Fellowship in Education 2014-2016, College of Education, The University of Texas at Austin.

Faculty Research Assignment, Spring, 2016. The University of Texas at Austin.

Humanities Institute Faculty Fellow. Spring 2015. The University of Texas at Austin.

Early Career Achievement Award. Literacy Research Association. December 5, 2013.

Dean's Fellowship. College of Education. The University of Texas at Austin. Fall, 2011.

The University of Texas at Austin Summer Research Award, 2011.

Boston College, Lynch School of Education, Department of Curriculum & Instruction. Featured Alumnus, 2009-2010.

National Reading Conference, Ethnicity, Race & Multilingualism Committee (2009). Scholarship to attend the Annual National Reading Conference, Albuquerque, New Mexico.

Lynch School of Education Academic Achievement Award, Boston College, 2007.

Doctoral Minority Fellowship, Boston College, 2002-2007.

Holmes Scholar, Boston College, 2002-2007.

Distinction in English, The University of Massachusetts, Boston, 1998.

Excellence in Education, The University of Massachusetts, Boston, 1998.

Boston Teachers College Scholarship, The University of Massachusetts, Boston, 1997.