

Kathryn Mitchell Pierce, PhD

CERTIFICATION: Missouri Life Certificate K-8 Elementary
Missouri Life Certificate K-12 Art

EDUCATION:

PhD, 1986, Indiana University, Bloomington, Indiana, Reading and Language Education

Dissertation: *Curriculum as Collaboration: Toward Practical Theory*

MEd, 1982, University of Missouri, Columbia, Reading Education/Curriculum and Instruction

BA, 1978, Stephens College, Columbia, Missouri, Elementary Education, Child Study Dept.

K-12 TEACHING EXPERIENCE:

Wydown Middle School, School District of Clayton, Missouri, 2003-2015

Sixth Grade Literacy, 2013-2015; Writing Instructional Support Specialist (Literacy Coach for Writing) 2004-2013; Sixth Grade Literacy/Social Studies 2003-2004.

Glenridge Elementary School, School District of Clayton, Missouri, Multiage Primary Classroom grades 1-3, 1993-2002

Stephens College Elementary School, Columbia, Missouri, Head Teacher, Multiage grades 1-6, 1979-1981

Fairview Elementary School, Columbia Public Schools, Columbia, Missouri, grade 5, 1978-1979

K-12 ADMINISTRATIVE ROLES:

Coordinator, Literacy Curriculum PreK-12, School District of Clayton, Missouri, 2012-2013

Responsible for overseeing budget, curriculum, and professional development for all aspects of the Literacy/English curriculum PreK-12, including special reading; collaboration with English Learners program as well as Social Studies and Library Curriculums.

Subject Manager, Middle School Literacy Department, 2011-2012

Responsible for overseeing budget and curriculum in Literacy, grades 6-8; facilitating department meetings and planning/leading department-specific professional development programs (PLCs, Instructional Talk-Throughs, coaching, mentoring); collaborating with other Subject Managers; and serving on the District Literacy Curriculum Committee.

Director of Professional Development, School District of Clayton, Missouri, 2002-2003

Responsible for New Teacher Orientation and Ongoing Support, Professional Development Committee activities, District Professional Development for certified staff and support staff, Oversight of Career Grants program and Career Review Process.

COLLEGE TEACHING EXPERIENCE--

University of Missouri-St. Louis, Assistant Professor, 1989-1993

Graduate and Undergraduate, Elementary and Early Childhood Education

Taught courses in Reading, Language Arts, Children's Literature, Curriculum Design, and Educational Research. Leadership roles included Human Subjects Review Committee, graduate and undergraduate program development/review, and professional development school projects.

Webster University, Assistant Professor, 1986-1989

M.A.T. and Undergraduate Teacher Education Programs

Taught courses in Reading, Language Arts, Children's Literature, and Curriculum Design/Classroom Curriculum Research. Leadership roles included directing the teacher certification, field experience, continuing education, and new teacher support programs as well as faculty governance committee.

Maryville College, Assistant Professor, 1984-1986

Graduate and Undergraduate, Education Department

Taught courses in Reading, Language Arts, Integrating the Arts in Elementary Curriculum, Teaching Strategies, Teacher Research, and Teacher-as-Learner. Worked with field-based masters degree program. Leadership roles included program review/development and professional development school projects.

COLLEGE TEACHING EXPERIENCE—ADJUNCT/PART-TIME:

Fontbonne University, St. Louis, Missouri, 2005-2013. Taught courses in Educational

Psychology, Children's Literature and Reading, Action Research, and Language Arts Methods. Leadership roles included development of a summer literacy institute (7 years) for area teachers on reading comprehension.

Webster University, St. Louis, Missouri, various terms between 2009-2012. Taught undergraduate course in Methods of Teaching Secondary Writing.

University of Missouri-Columbia, various terms between 1982-2009. Taught graduate courses in Teaching of Reading, Content Area Reading, Secondary Writing Methods, Classroom Management, and Action Research. Teaching Assistant in Teaching of Reading and

Content Area .24 8.3906 59 q 0.24 0 0 /T1 Tf [(e) 4 (a) 4 (c) 4 (hi) -2 (ng)-10 (o) 20 (f) --7 (s) 9R TJ .24

PUBLICATIONS

Books (refereed)

- Pierce, K. M. & Ordoñez-Jasis, R. *Going Public with Assessment: A Community Practice Approach*, National Council of Teachers of English, 2018.
- Joint Task Force on Assessment of the International Reading Association and the National Council of Teachers of English, *Standards for the Assessment of Reading and Writing, Revised Edition*, IRA/NCTE, 2009.
- Pierce, K. M. (ed.) *Adventuring with Books, 12th edition*, National Council of Teachers of English, Urbana, Illinois: 2000.
- Short, K. and Pierce, K. M. (eds.), *Talking About Books: Literature Discussion Groups K-8*, 2nd ed., Heinemann, Portsmouth, NH: 1998.
- Pierce, K. M. & Gilles, C.(eds.), *Cycles of Meaning: Exploring the Potential of Talk in Learning Communities*, Heinemann, Portsmouth, NH: 1993.

- Pierce, K.M., Reworking Writing Workshop. In R. Meyer & K. Whitmore (Eds.), *Reclaiming Writing: Composing Spaces for Identities, Relationships and Actions*. New York: Routledge, 2014.
- Pierce, K.M. & E. Kastner, Reading the World through Wordles and Moodles and Digital Texts. In R. Meyer & K. Whitmore (Eds.), *Reclaiming Reading: Teachers, Students and Researchers Regaining Spaces for Thinking and Action*. New York: Routledge, 2011.
- Pierce, K.M. & C. Gilles, From Exploratory Talk to Critical Conversations. In N. Mercer & S. Hodgkinson (Eds.), *Exploring Talk in School*. Thousand Oaks, CA: Sage Publications, 2008.
- Henke, L., C. Beck, L. DuPont, L. Geismar-Ryan, K. M. Pierce, C. VonHatten. Who Owns the Story? In J. Zeni (Ed.), *Ethical Issues in Practitioner Inquiry*. New York: Teachers College Press, 2000.
- Pierce, K. M. 'I can hear you thinking': Talking and Learning in a Multiage Classroom. In J.W. Lindfors and J. S. Townsend (Eds.), *Teaching Language Arts: Learning Together Through Dialogue*. Urbana, IL: National Council of Teachers of English, 1999.
- Pierce, K. M. Establishing a Reading-Writing Classroom. In K. G. Short and J.C. Harste with C. Burke, *Creating Classrooms for Authors and Inquirers, 2nd ed.* Portsmouth, NH: Heinemann, 1996.
- Pierce, K. M. Collaborative Curriculum Inquiry: Reflecting on Evaluation. In K. M. Pierce & C. Gilles (Eds.), *Cycles of Meaning: Exploring the Potential of Talk in Learning Communities*, 293-313. Portsmouth, NH: Heinemann, 1993.
- Pierce, K. M. Collaboration and Inquiry in a Teacher Education Classroom. In L. Patterson (ed.), *Teachers Are Researchers: Reflection in Action*, Newark, DE: International Reading Association, 1993.
- Pierce, K. M. Initiating Literature Discussion Groups: Teaching Like Learners. In K. G. Short & K.M. Pierce (Eds.), *Talking About Books: Creating Literate Communities*. Portsmouth, NH: Heinemann, 1991.

Chapters and Contributions (invited)

- Pierce, K. M. Foreword. In J. Tuten, D. Jensen, & C. K. Endrizzi, *Crossing Literacy Bridges: Collaborating with Families of Struggling Readers*, Lanham, MD: Rowman and Littlefield, 2018. <https://rowman.com/ISBN/9781475841848/Crossing-Literacy-Bridges-Strategies-to-Collaborate-with-Families-of-Struggling-Readers#>
- Pierce, K. M. Assessment as a Leadership Act. In P. Stock and D. Cambridge, (Eds.), *Structural Kindness: Essays on Literacy Education in Honor of Kent D. Williamson*. Urbana, IL: National Council of Teachers of English, November, 2015.
- Gilles, C. & Pierce, K. (2004). Suggestions for further readings on talk and dialogue. *Language Arts*, 81 (4), 343.
- Pierce, K. M. The Social Nature of Reading; Teaching 'Petronella'. In C. Weaver, *Reading Process and Practice: From Socio-psycholinguistics to Whole Language (3rd ed.)*, Portsmouth, NH: Heinemann, 1994.
- Pierce, K. M. Literature Discussion Groups. In C. Weaver, *Reading Process and Practice: From Socio-psycholinguistics to Whole Language (3rd ed.)*. Portsmouth, NH: Heinemann, 1994.

Pierce, K. M. Afterword. In D. Barnes, *From Communication to Curriculum, 2nd ed.*, Portsmouth, NH: Heinemann, 1992.

Other Published Materials

Position Statements/White Papers/Standards Documents

NCTE Literacy Assessment Committee. Statewide Assessment Policies and Practices 2017-2018, [Technical Report](#). National Council of Teachers of English, *linked to the committee blog. White paper based on research conducted by the Assessment Committee.*

NCTE Task Force on Assessment. The Assessment Story Project: What We Learned from Teachers Sharing Their Experiences with Literacy Assessment. White Paper. National Council of Teachers of English, August 23, 2016.

<http://www.ncte.org/AssessmentStoryProject>
[Complete Report](#)

NCTE Position Statement: Formative Assessment that *Truly* Informs Instruction. National Council of Teachers of English, October, 2013.

<http://www.ncte.org/positions/statements/formative-assessment>

NCTE Position Statement on Machine Scoring of Writing “Machine Scoring Fails the Test.” National Council of Teachers of English, April, 2013.

<http://www.ncte.org/positions/stateme>

Children's and Young Adult Book Reviews and Columns (invited)
Pierce, K.M.

NCTE Assessment Task Force Blog, “Assessment Story Project”. *Posted February, 2016.*
<http://ncteassessmenttaskforce.blogspot.com/2016/02/our>

Editing

Pierce, K. (Column Editor, 2016-2019). Classroom Voices column, *Talking Points*, Whole Language Umbrella, National Council of Teachers of English.

Pierce, K. (Column Editor, 2014-2016). Professional Resources column, *Talking Points*, Whole Language Umbrella, National Council of Teachers of English.

Pierce, K. (Column Editor, 2011-2013). Professional Book Talks, *Talking Points*, Whole Language Umbrella, National Council of Teachers of English.

NCTE Presidential Appointment: NCTE/IRA Joint Task Force, *Standards for the Assessment of Reading and Writing*, 2009

NCTE Presidential Appointment: NCTE Audit Committee, 2006-2012

High-Flier Award. Recognizes College of Education excellence in teaching, University of Missouri, Columbia, Spring 2009

NCTE Presidential Appointment: NCTE Literacy Award Selection Committee, 2008

NCTE Presidential Appointment: NCTE James R. Squire Award Selection Committee, 2007

Featured Teacher/Classroom, WNET 13 and Annenberg Foundation Professional Videotape Project, "Expanding the Cannon: Teaching with Multicultural Literature in the Middle School," 2005

NCTE Presidential Appointment: NCTE Distinguished Service Award Selection Committee, 2003

CONFERENCE PAPERS/PRESENTATIONS

International:

- “Exploring the Nature and Functions of Classroom Talk.” invited participant, Cambridge University, Cambridge, England, October 21-22, 2008.
- “Cycles of Meaning: Talking and Learning in Small Groups.” Invited Featured Speaker presentation, “Exploring the Potential of Literature Discussion Groups.” Conference Workshop presentation Reading for the Love of It Annual Conference, East York-Scarborough Reading Association, Inc., Toronto, Ontario, Canada, February 10-11, 1994.
- “Beyond Portfolios: Involving Parents in Evaluation.” Invited Featured Speaker Reading for the Love of It Annual Conference, East York-Scarborough Reading Association, Inc., Toronto, Ontario, Canada, February 13-14, 1992.
- “Collaborative Evaluation Strategies.” Conference Presentation, Reading for the Love of It Annual Conference, Scarborough/East York Reading Association, Toronto, Ontario, Canada, February 13-15, 1991.
- “Children's Literature: The Power of Readers Collaborating with Readers.” Two-day Preconvention Institute, Co-chair with K. Short, and Speaker, International Reading Association Annual Convention, Toronto, Ontario, Canada, May 1-6, 1988.
- “Curriculum as Signification.” Concurrent session, International Summer Institute for Semiotic and Structural Studies/Center for the Expansion of Language and Thinking Rejuvenation Conference, Bloomington, Indiana, June 13-17, 1985.

National (selected):

- “Surfacing Teachers' Beliefs and Practices Concerning the Role of Talk in Small Group Reading” Roundtable session with Carol Gilles, Sarah Reid, Katherine (Kate) Booher, Literacy Research Association Annual Convention, Tampa, Florida, December 4-7, 2019.
- “Using Talk to Support Student Learning Across the Curriculum” Panel presentation with Carol

- “Recognizing and Appreciating Students’ Growth.” Roundtable leader for concurrent session, *Amplifying Student Voices through Literature Discussion Groups*, with C. Gilles, S. Wightman, L. Finken Keller. National Council of Teachers of English Annual Convention, Houston, Texas, November, 2018.
- “Listening In: Formative Assessment in Literature Discussion Groups”, Co-presenter with Carol Gilles in concurrent session. Literacies for All Summer Institute, Whole Language Umbrella, National Council of Teachers of English, Baltimore, Maryland, July, 2018.
- “Examining Critical Conversations in Literature Study: A Critical Discourse Analysis of Children’s Shifting Perspectives on Identity in Relation to Culture and ‘Other’.” Co-presenter with Carol Gilles on workshop session: *Epistemological considerations for making visible the critical tensions and silences in discourse* (Submitted to Area 11: Research, Theory and Practice), Literacy Research Conference, Tampa, Florida, December 1, 2017.
- “Engaging Families as Assessment Partners”, Roundtable Presenter in concurrent session, *Teachers as Assessment Leaders in Literacy: Roundtable Discussions*. Sponsored by the Standing Committee on Literacy Assessment, National Council of Teachers of English Annual Convention, St. Louis, Missouri, Nov. 17, 2017.
- “Talking about Culture and Identity: Four Perspectives on Literature Discussion Groups.” Co-Presenter with Carol Gilles, Laurie Finken Keller & Heba Mostafa. Concurrent Session, National Council of Teachers of English Annual Convention, St. Louis, Missouri, Nov. 18, 2017.
- “Impacts of the Common Core State Standards Assessment on Secondary and Postsecondary Writing Instruction.” Invited Respondent, Concurrent Session, National Council of Teachers of English Annual Convention, Atlanta, Georgia, Nov. 18, 2016.
- “Listening Closely: Using Talk to Promote and Assess Learning.” Co-Presenter with Carol Gilles, Concurrent Session, National Council of Teachers of English Annual Convention, Atlanta, Georgia, Nov. 18, 2016.
- “Strategies for Equitable, Sustainable Literacy Assessment: A Roundtable Offering.” Co-Presenter with members of the NCTE Assessment Task Force, Concurrent Session, National Council of Teachers of English Annual Convention, Atlanta, Georgia, Nov. 19, 2016.
- “Bamboo People: Promoting Global Understanding through Critical Conversations.” Co-

- “A Conversation with Authors of A Festschrift for Kent Williamson.” Concurrent session with numerous co-contributors, National Council of Teachers of English Annual Convention, Minneapolis, MN, Nov. 19-24, 2015.
- “The Assessment Story Project: What We Learn from Teachers about the Role of Assessment in Supporting Students.” Concurrent session with members of the National Council of Teachers of English Assessment Task Force, National Council of Teachers of English Annual Convention, Minneapolis, MN, Nov. 19-24, 2015.
- “Formative Assessment that *Truly* Informs Instruction”: Living NCTE’s Position Statement in Classroom Practice.” Concurrent session with members of the NCTE Assessment Task Force, National Council of Teachers of English Annual Convention, Washington, D.C., Nov. 20-23, 2014.
- “Close Reading and Literature Study.” Concurrent session with Carol Gilles and Danielle Johnson, National Council of Teachers of English Annual Convention, Washington, D.C., Nov. 20-23, 2014.
- “Reclaiming Writing: Composing Spaces for Relationships, Identities and Action.” Concurrent session with contributors to *Reclaiming Writing*, National Council of Teachers of English Annual Convention, Washington, D.C., Nov. 20-23, 2014.
- “Following the Thread of Tangled Writers: Strategies and Protocols for Understanding and Supporti

- “Constructivist Views of Literacy Learning/Teaching.” Keynote Speaker, Mary Collins Constructivist Learning Conference, Mary Collins Elementary School, Petaluma, California, January 21, 2006.
- “Reading and Responding to Children’s Literature.” Keynote Speaker, Summer Literacy Institute, MidStates Reading Council and Illinois State University, Bloomington, Illinois, July 12-13, 2005.
- “Creating Spaces for Talk in the Classroom,” & “Talking and Learning in Classrooms,” & “Working on Understanding: The Role of Talk in Content Area Studies,” & “Critical Conversations: Reading the Word, Reading the World.” Keynote Speaker with Carol Gilles, Hofstra International Scholars Forum, Long Island, New York, March 26-27, 2004.

REGIONAL, STATE, and LOCAL (selected):

- “Using Global Literature and Multimedia Textsets to Support Critical Conversations about ‘Othering’” Educators for Social Justice Curriculum Fair, St. Louis, Missouri, February 9, 2019.
- “Using Books to Engage Students in Critical Conversations about Culture, Identity, and ‘Other’” Educators for Social Justice Curriculum Fair, St. Louis, Missouri, February 4, 2017.
- “Using Books to Engage Students in Critical Conversations about Equity and Justice” Educators for Social Justice Curriculum Fair, St. Louis, Missouri, February 27, 2016.
- “The Essay: Finding the Voice and Structure.” workshop session, 30th

University of Missouri-Columbia (adjunct, 1982-2009)

Graduate:

T449 Managing the Classroom for Learning
C&I 8900 Teaching Writing in Middle and High School (online)
C&I 8915 Classroom Research Part I, Part II (online)

University of Missouri-St. Louis, 1989-1993

Graduate:

ELE.ED. 410 Current Research in Elementary School Curriculum
ELE.ED. 430 Problems of Teaching the Language Arts
ELE.ED. 432 Problems and Research in Language Arts
ELE.ED. 436 Children's Literature Survey I
ELE.ED. 437 Children's Literature Survey II
EDUC. 306 Teaching Reading and Loving It! (Hazelwood)
EDUC. 306 Exploring Literacy Learning (Clayton)
EDUC. 408 Graduate Institute: Exploring Whole Language Curriculum
EDUC. 408 Graduate Institute: Holistic Assessment in Process-Centered Classrooms
EDUC. 408 Graduate Institute: Exploring the Role of Literature in Inquiry Curriculum

Undergraduate/Professional Development School:

ELE.ED. 230 Children's Literature and Reading
ELE.ED. 336 Language Arts and Reading
ELE.ED. 331 Language Acquisition
nE

Indiana University, Bloomington, Indiana (teaching assistantship: 1981-1984)

Billiken Teacher Corps, Cohort 1, May 2017 (Defense)
Bruns, Jennifer (MAT), May 2017
Earley, Elise (MAT), May 2017
Ehrhard, Michelle (MAT), May 2017
Kerr, Kelsey (MAT), May 2017
McCurran, Mitch (MAT), May 2017
Staten, Sarah (MAT), May 2017

SERVICE

Professional Organizations (offices and leadership roles)

Center for the Expansion of Language and Thinking 1986-present

Rejuvenation Conference, Local Arrangements, 2016
Nominations Committee, Member, 2004; 2007
Executive Board 1989-1992; 1992-1995
Ad Hoc Committee for Proactivity in Membership, Chairperson, 1992-1995
Program Committee, Member, 1998-2001; 1992-1995
Rejuvenation Conference, Co-Chair, 1993

Children's Literature Assembly (National Council of Teachers of English Affiliate) 1990-present

Notable Children's Books in Language Arts Award Committee, 1998-2001
Board of Directors, 1995-1998
Program Co-Chair, National Council of Teachers of English Annual Convention, 1996,
1997, 1998
Ways and Means Committee, 1990-1993

Missouri Council of Teachers of English 2016-Present

National Council of Teachers of English 1981-Present

NCTE Standing Committee on Assessment, November 2019-November 2022
NCTE Annual Convention Local Arrangements Committee, Chair, July 2016-November
2017
NCTE Standing Committee on Assessment, November 2016-November 2019
NCTE Assessment Rapid Response Team/Assessment Task Force, July 2014-November
2016
NCTE Task Force on Formative Assessment in English/Language Arts, 2013
NCTE Task Force on Machine Scoring of Writing, 2013
NCTE/IRA Joint Task Force, *Standards for the Assessment of Reading and Writing*, 2009
NCTE Audit Committee, August, 2006-2012
NCTE Literacy Award Selection Committee, 2008
NCTE James R. Squire Award Selection Committee, 2007

“Teaching Multicultural Literature in the Middle School.” Featured classroom/teacher, workshop 4, WNET/Annenberg Foundation, 2004.

<http://www.learner.org/workshops/tml/workshop4/index.html>

“An Inquiry Approach to Teaching Science in the Elementary School.” Featured classroom/teacher, tape 5, PBS ScienceLine, K-5 Professional Development, WNET/Annenberg Foundation, Alexandria, VA: PBS Video, ©1998. Reformatted in 2000 as part of:

<http://www.thirteen.org/edonline/concept2class/standards/demonstration.html>

Longterm Consulting (selected):

“Using Effective Strategies in the Elementary Writing Workshop,” & “Reading, Writing and Literature Study: Unit Plans in the Middle School,” & “Creating and Sustaining the Writing Workshop.” Ft. Zumwalt Public Schools, O’Fallon, Missouri, 2009-2010.

“Using Read-Alouds to Support the Teaching of Writing,” & “Exploring Read-Aloud as a Strategy for Promoting Active Reading.” NonPublic Educational Services, St. Louis, Missouri, 2007-

Belleville School District #118, Belleville, Illinois
School Board Member, 1991-1993

K-12: *Building*

Wydown Middle School, School District of Clayton, Missouri

Literacy Department, 2003-2015

Literacy Department Subject Manager, 2011-2012

Wydown Instructional Talk-Through Member, 2010-2012

Data Team Member, 2009-2012

Building Leaders Committee, Facilitator, 2003-2011

Advisory Committee Member, 2009-2010

Assessment, Grading and Reporting Committee Member 2008-2009

Student Study Team, Facilitator, 2007-2009

Social Studies Department, 2003-2004

Glenridge Elementary School, School District of Clayton, Missouri

Building Level Professional Development Committee, 1999-2002

Writing Group, Member, 1994-1997, 2001-2002

Best Practices Goals Committee, Co-Chair, 2000-2001

Math Study Group, Facilitator, 1997-1998

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