

CURRICULUM VITAE

Tanya R. Flushman

PERSONAL INFORMATION

Tanya R. Flushman, Ph.D.
Assistant Professor of Elementary Literacy Education
School of Education
California Polytechnic State University
San Luis Obispo, CA 93407-0389

Phone: 805-756-5537

Email: tflushma@calpoly.edu

CURRENT POSITION

2012 – Current *Assistant Professor*, Elementary Literacy Education, Multiple-Subject Program, California Polytechnic State University. Responsibilities include teaching, scholarship, and service.

AREAS OF SPECIALIZATION

Content literacy learning in preschool and elementary school (with an emphasis in science); writing, reading, and language development and instruction in preschool and elementary school; curriculum development and implementation; qualitative research methods; multicultural education; sociocognitive and sociocultural theories of literacy learning and instruction

EDUCATION

2012 Doctor of Philosophy
Department of Teaching and Learning
Vanderbilt University
Concentration: Learning, Teaching and Diversity
Emphasis: Language, Literacy and Culture

2006 Master of Science in Education
State University of New York, College at Buffalo
Emphasis: Curriculum, Instruction and Research

1998 Bachelor of Arts
University of California, Santa Cruz
Major: Modern Literary Studies

TEACHER CERTIFICATION

California Clear Multiple Subject Teaching Credential (2000-present)
Crosscultural, Language and Academic Development Emphasis (CLAD)
San Francisco State University, MATE Program

PROFESSIONAL HONORS AND AWARDS

Area Chair Award, National Reading Conference (2010)

RESEARCH EXPERIENCE

- 2011 Principal Investigator, Vanderbilt University
Project Description: Using Informational Texts and Journals in Guided Inquiry Science: A Study of Preschool Children's Representations in Text and Talk: A five month long constructivist study of preschool children's content literacy learning during guided science inquiry supported by informational texts and science journals.
- Developed and taught two units of study incorporating guided inquiry science with language and literacy opportunities including shared writing, journal writing, and read alouds of informational texts.
 - Developed and administered Informational Text Interview Assessment to be used with preschool children.
 - Collected data including student work samples, video and photographs.
- 2009-2011 Graduate Research Assistant, Vanderbilt University
Project Description: Enhanced Language and Literacy Success (ELLS): A 3-year ERF-funded program whose aim was to build preschool classrooms of excellence with high-quality curriculum and support in language and literacy through literacy coaches and professional development. Co-PIs: David Dickinson, Ed.D. and Deborah Wells Rowe, Ph.D.
- Curriculum specialist: Support literacy coaches and classroom teachers in implementing the curriculum and high-quality literacy instruction. This includes creating professional development for coaches to disseminate to teachers around topics such as content literacy instruction, conceptually-driven instruction, and curriculum support.
 - Create professional development modules to be used with the Metropolitan Nashville Public School preschool teachers (122 teachers).
- 2008 Principal Investigator, Vanderbilt University
Project Description: An Exploration of Teacher Talk in a Preschool Classroom: Transcribed classroom interactions and analyzed teacher interview and field notes to find relationships between how language use in the classroom was shaped by life experiences of teachers.
- 2008 Principal Investigator, Vanderbilt University

Project Description: Examining Extended Teacher-Child Conversations in a Preschool Classroom: An observational study analyzing transcribed teacher-child interactions, field notes and teacher interviews. In this study, interesting patterns around the use of more responsive teacher language were found to be related to teacher engaging in pretend play.

2007-2009 Graduate Research Assistant, Vanderbilt University

Project Description: Teacher Enhanced Language and Literacy (TELL): A 4-year IES-funded study that examined the effect of Opening the World of Learning (OWL) curriculum, in conjunction with Enhanced Milieu Teaching (EMT), on children attending Head Start. Co-PIs: David Dickinson, Ed.D. and Ann Kaiser, Ph.D.

- Evaluated classroom quality via live classroom observations and video data.
- Measured and analyzed fidelity of implementation of teachers in instructional settings.

TEACHING EXPERIENCE

Higher Education

(California Polytechnic State University, San Luis Obispo)

EDUC 430: Teaching Reading & Language Arts with a Multicultural Perspective, Grades K-8

(Vanderbilt University)

EDUC 2215: Theories and Methods of Reading Instruction in the Elementary School Classroom

EDUC 2216: Practicum in Reading and Language Arts (TA)

EDUC 3550: Multicultural Education in Today's Classrooms

EDUC 3550: Multicultural Education in Today's Classrooms (TA)

K-12

2003-2005 Grade 4 Teacher, American School Foundation of Monterrey
Monterrey, Mexico

2000-2002 Grade 1 & 2 Teacher, Palma Ceia Elementary School
Hayward Unified School District, Hayward, CA

1999-2000 Grade 1-3 Intern, John Muir Elementary School
San Francisco Unified School District

1998-1999 Grade 1 Teacher, John Muir Elementary School
Hayward Unified School District, Hayward, CA

PUBLICATIONS

- Rowe, D.W., & Flushman, T.R. (2013). Best Practices in Early Writing Instruction. In D. Barone & M. Mallette (Eds.), *Best Practices in Early Literacy Instruction*. New York, NY: Guilford Press.
- Jiménez, R.T., Rose, B.C., Cole, M.W., & Flushman, T.R. (2011). English Language Learners: Language and relationships. In D. Lapp & D. Fisher (Eds.), *Handbook of Research on Teaching the English Language Arts*, 3rd ed. NY: Routledge.
- Dickinson, D.K., Flushman, T.R., & Freiberg, J.B. (2009). Vocabulary reading and classroom supports for language. In B. Richards, M.H. Daller, D.D. Malvern, P. Meara, J. Milton, & J. Treffers-Daller (Eds.), *Vocabulary studies in first and second language acquisition*. UK: Palgrave Macmillan.

Under Review

- Flushman, T.R. (under review). Prekindergarten Informational Texts: An Analysis of Science Journals. Submitted to *Journal of Literacy Research* (1/13).

GRANTS

- Flushman, T.R. (under review). *POLLS: Points of Leverage in Literacy and Science*. A grant submitted to the National Science Foundation (12/12).

RESEARCH PRESENTATIONS

Invited Presentations

- Dickinson, D.K., & Flushman, T.R. (2011). *The fellowship between science-based language and language learning*. Paper presented at the International Reading Association, Orlando, FL.
- Dickinson, D.K., & Flushman, T.R. (2011). *Supporting vocabulary learning through guided science investigations in early literacy classrooms*. Paper presented at the International Reading Association, Orlando, FL.
- Flushman, T.R., & Dickinson, D.K. (2008). *Supporting English language learners in an English language environment*. Presentation given at the Head Start Dual Language Conference, Washington, D.C.

Refereed Presentations

- Darrow, C.L., Dickinson, D.K., Freiberg, J. B., & Flushman, T. R. (2009, June). *Patterns in fidelity of implementation and instructional and managerial quality of preschool teachers*. Poster presented at the Institute for Education Sciences Annual Conference, Washington, DC.
- Dickinson, D., Flushman, T., Freiberg, J., & Darrow, C. (2008, June). *Addressing language learning challenges in Head Start: A randomized design study*. Poster presented at the Head Start Conference, Washington, DC.
- Flushman, T.R. (2012). Prekindergarten informational texts: An analysis of science journals. Paper presented at the Literacy Research Association, San Diego, CA.
- Flushman, T.R. (2012). *Science journals in preschool classrooms*. Paper to be presented at the International Reading Association, Chicago, IL.
- Flushman, T. R. (2011). *Using science journals during guided inquiry science in preschool*. Paper presented at the Literacy Research Association, Jacksonville, FL.
- Flushman, T.R. (2010). *An integrated literacy and science framework in preschool*. Paper accepted at the Literacy Research Association, Dallas, TX.
- Flushman, T.R. (2010). *Concept-driven instruction in preschool classrooms*. Paper presented at the Literacy Research Association, Dallas, TX.
- Flushman, T.R. (2009). *Responsive teaching in a preschool classroom*. Paper presented at the Ethnography in Education Forum, Philadelphia, PA.
- Flushman, T.R. (2009). *“That’s just who we are”: Relating preschool teachers’ life experiences to language practices in the classroom*. Paper presented at the National Reading Conference, Albuquerque, NM.
- Freiberg, J., Darrow, C., Flushman, T., & Dickinson, D. (2009, April). *Teacher factors associated with fidelity of implementation*. Poster presented at the American Educational Research Association Annual Conference. San Diego, CA.
- Freiberg, J. B., Dickinson, D.K., Darrow, C.L., & Flushman, T. R. (2009, June). *The relationship between Coaching and Fidelity of Implementation of a Curriculum*. Poster presented at the Institute for Education Sciences Annual Conference. Washington, DC.

PROFESSIONAL SERVICE

Cal Poly Multiple Subject Department

- 2013-Current Pilot Mentor Program for Multiple Subject Program; Pilot the mentoring of approximately 25 students through the Multiple Subject Credential Program.
- 2012-Current School of Education Multiple Subject Representative at San Luis Obispo County Office of Education Curriculum Council and Beginning Teacher Support and Assessment Steering Committee.
- 2012-Current Co-director and provider of week-long School of Education Common Core Workshop (Summer 2013) to be offered to teachers county-wide.
- 2012-Current Made introductory visits to conduct a professional development needs assessment at multiple school sites in the county. This includes meetings with San Luis Coastal Unified School District Director of Instructional Services; Superintendent, Principal and teachers at Mary Buren Elementary School (Guadalupe); Principal and teachers at C.L. Smith Elementary School (San Luis Coastal); and Literacy Coach at Pacheco Elementary (San Luis Coastal).
- 2012-Current Literacy Consultant for Transitional Kindergarten classrooms (C. L. Smith Elementary School).
- 2012 College-Based Fees Proposal for approximately \$4000 to start a Book Room for the Multiple Subject Credential Program. It contains high-quality, leveled texts for use with children in classrooms and will be available to ~100 credential students per year.

Cal Poly, School of Education

- 2013 Webinar Participant, CSU California Alliance for Clinical Partnerships
- 2012-Current School of Education Dean Search Committee
- 2012-Current School of Education Assessment Committee
- 2012-Current PEWTER PLC member, A Professional Learning Community focusing on technology
- 2012-Current Ad-hoc Teacher Quality Partnership Assessment Committee
- 2012 Attendee at CSU Common Core Professional Development, San Diego, CA

Cal Poly, College of Science and Mathematics

2012-Current Affiliated Faculty Liberal Studies Department

Cal Poly University

2013-Current Interim Representative, Academic Assessment Council

Professional

2012-Current Reviewer, *Journal of Curriculum Studies*
Responsible for reviewing 2-3 manuscripts a year

2009-2011 Reviewer, Literacy Research Association Annual Conference

2009 Reviewer, Corwin Press
Responsible for reviewing 1 monograph

2007- 2009 Editorial Assistant, *National Reading Conference Yearbook*
Responsible for reviewing and editing 8-10 manuscripts a year

Active Membership of Professional Organizations

- International Reading Association
- Literacy Research Association
- National Council for Teachers of English
- American Education Research Association

COMMUNITY SERVICE

Invited presentations

Dickinson, D., Darrow, C.L., Flushman, T., & Freiberg, J. (2008, September). *Supporting language development in early childhood classrooms*. ERF teacher training, Bowling Green, KY.

Flushman, T.R. (2011). *Navigating the IRB process*. Presentation given to Teaching and Learning Doctoral Student Association, Vanderbilt University, Nashville, TN.

Flushman, T.R. (2008). *Hablado con su hijo*. Presentation given to Spanish-speaking mothers in Nashville, TN.

Other Service

Classroom Volunteer Bishop's Peak Elementary School, San Luis Obispo, CA (2012-present); Sylvan Park Elementary, Nashville, TN (2010-2012)

School Representative

Parent Advisory Council, Metro Nashville Public Schools (2011-2012)