

Danielle Rylak

University of Oklahoma
Jeannine Rainbolt College of Education
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AREAS OF SPECIALIZATION

Early Childhood Literacy
Literacy Curriculum & Instruction
Creative Nonfiction Writing

RESEARCH INTERESTS

Sociocultural approaches to literacy education
Reading and composing practices in elementary school contexts
Processes of ideological transformations

EDUCATION

PhD in Learning, Literacies, and Technologies (2022)

Arizona State University, Tempe, AZ

Committee: Drs. David Lee Carlson (Chair), Venus Evans-Winters, Cheryl Matias, Doris Warriner, & Sarah Viren

Dissertation Title: *Profiles of white teachers doing the work: The pedagogy of shifting from colorblindness to addressing one's role in structural racism.*

Additional Certification: Nonfiction Writing and Publishing Certification (2022)

MA in Literacy Specialist, Curriculum & Teaching (2015)

Columbia University, Teachers College, New York, NY

BS in English Literature and Elementary Education (2009)

The College of New Jersey, Ewing, NJ

AA in Humanities & Social Sciences (2006)

Mercer County Community College, East Windsor, NJ

PROFESSIONAL EXPERIENCE

2023–present **Assistant Professor of Reading/Literacy Education**
University of Oklahoma, Norman, OK
College of Education, Department of Instructional Leadership and Academic Curriculum

- 2021–
2023** **Co-instructor, Course Designer, and Adjunct**
Literacy Masters Program
Arizona State University, Tempe, AZ
- 2022–
2023** **Reading Specialist**
Chandler Unified School District, Chandler, AZ
- 2020–
2021** **Teaching Assistant**
Literacy & Intro to Qualitative Research courses
Arizona State University, Tempe, AZ
- 2018–
2022** **Graduate Research Assistant: Literacy Education**
Arizona State University, Tempe, AZ
- 2017–
2018** **Academic Coach**
Isaac Elementary School District, Phoenix, AZ
- 2015–
2017** **Third Grade Teacher**
Isaac Elementary School District, Phoenix, AZ
- 2012–
2015** **Second Grade Teacher**
Beverly City School District, Beverly, NJ
- 2010–
2012** **Second & Third Grade Teacher**
Trenton Public Schools, Trenton, NJ
- 2010** **English Language Teacher (for Adult learners)**
DPT Business School, Philadelphia, PA

REFEREED (PEER-REVIEWED) JOURNAL ARTICLES

- Rylak, D.**, Moses, L., & Reid, S. (in review). Authoring the self: Primary writers' identity negotiations through authoring and positioning themselves in their compositions. *Reading Research Quarterly*.
- Moses, L. & **Rylak, D.** (in review). Resisting the writing curriculum: Writer identity negotiations. *Research in the Teaching of English*.
- Rylak, D.**, Moses, L., Reader, T., Hertz Hausman, C., Ogden, M., Hacker, J., Jamison, R., & Seddon, C. P. (in review). Cultivating student agency: New & veteran teachers' reflections on empowering students to take control of their learning. *Alberta Journal of Educational Research*.
- Rylak, D.**, Moses, L., Torrejón Capurro, C. & Serafini, F (2022). Agency in a first-grade writing workshop: A case study of two composers. *Journal of Early Childhood*

Literacy.

- Serafini, F. & **Rylak, D.** (2021). Representations of museums and museum visits in narrative picturebooks. *Libri & Liberi*. 10(1), 45-62.
- Moses, L., **Rylak, D.**, Reader, T., Hertz, C., & Ogden, M. (2020). Educators' perspectives on supporting student agency. *Theory into Practice*. 59(2), 213-222.
- Serafini, F., Moses, L., Kachorsky, D., & **Rylak, D.** (2020). Incorporating multimodal literacies into classroom-based reading assessments *The Reading Teacher*.
- Moses, L., **Rylak, D.**, Serafini, F., & Kachorsky, D. (2020). Investigating young readers' use of visual, textual, and design resources in contemporary picturebooks. *Journal of Language and Literacy Education*.

INVITED PUBLICATIONS

- Rylak, D.**, Mason, M., & Riske, A. (in review). Writing qualitatively as a process of becoming through creative nonfiction. *Cultural Studies/Critical Methodologies*.
- Moses, L., & **Rylak, D.** (2019). [Review of the book *Interviewing as qualitative research: A guide for researchers in education and the social sciences*, by Irving Seidman]. *Teachers College Record*, Date published: November 25, 2019.

BOOK CHAPTERS

- Domínguez, A., Ha, J., Riske, A., **Rylak, D.**, Su, M., & Vasquez, A. (in press). Confronting white supremacy in higher education through de/re-constructing identity narratives. In D. Green (Ed.). *Abolishing white supremacy*, Peter Lang Group.

MANUSCRIPTS IN PROGRESS

- Rylak, D.** Profiles of white teachers doing the work: The pedagogy of shifting from colorblindness to addressing one's role in structural racism.

PEER REVIEWED PRESENTATIONS

- Moses, L. & **Rylak, D.** (2021, December). *Agency for a first-grade writer: Pushing back against the writing curriculum*. Paper presented at the annual convention of the Literacy Research Association (LRA) Annual Conference, Atlanta, GA.
- Rylak, D.** (2021, May). *Towards the performative: Unthinking the language of mastery in religious studies*. Paper presented in a panel at the 17th annual International Congress of Qualitative Inquiry, virtual conference (COVID).

Rylak, D., Moses, L., Serafini, F., Torrejon, C. (2020, December). *Agency in a first-grade writing workshop: A case study of two writers*. Paper presented at the annual convention of the Literacy Research Association, virtual conference (COVID).

Rylak, D., Moses, L., Serafini, F., & Torrejon, C. (2020, December). *A multimodal analysis of first-graders' writing: Appropriating Mo Willems' semiotic resources in narrative writing*. Paper presented at the annual convention of the Literacy Research Association, virtual conference (COVID).

Serafini, F. & **Rylak, D.** (2020, December). *Representations of museums and museum visits in narrative picturebooks*. Roundtable presentation at the annual convention of the Literacy Research Association, virtual conference (COVID).

Rylak, D., Moses, L., Serafini, F., Torrejon, C. (2020, November). *An analysis of first-graders' multimodal compositions*. Presented at the annual convention of the National Council of Teachers of English, virtual conference (COVID).

Moses, L., **Rylak, D.**, Reader, T., Hertz, C., & Ogden, M. (2019, December). *Supporting student agency: Themes of educator perspectives*. Paper presented at the annual convention of the Literacy Research Association (LRA) Annual Conference, Tampa, FL.

INVITED PRESENTATIONS

Rylak, D. (2021, February). *The pedagogical process of value shifting*. Poster presentation on pilot study, Arizona State University, Tempe, AZ.

Rylak, D., & Morrell, J. (2017, July). *How can Spanish trade books support family involvement in Spanish and English literacy for dual language learners?*. Poster presentation on teacher action research, International Literacy Association (ILA) Annual Conference, Orlando, FL.

INVITED CONTRIBUTIONS

Moses, L., & **Rylak, D.** (2020, December). Investigating young readers' use of visual, textual, and design resources in contemporary picturebooks. *Journal of Language and Literacy Education Podcast*.

LITERACY PROFESSIONAL DEVELOPMENT WORKSHOPS & EXPERIENCE

2015– Literacy Coaching Experience

2018 Isaac Elementary School District, Phoenix, AZ

- Lead professional development trainings across three elementary schools on shared reading, emergent reading, running record assessments and building classroom libraries to differentiate reading instruction within a balanced literacy framework.

- Facilitated balanced literacy professional development during grade level common planning meetings to support teachers' use of curricula, assessment and differentiation.
- Modeled and debriefed components of balanced literacy block to support teachers' professional development.
- Co-created and facilitated an online course to support ten teachers and academic coach in *Lucy Calkins' Reading Units of Study* adoption.

July 2018 *Lucy Calkins' Units of Study (UOS) for Teaching Reading and Writing.*
Baboquivari Unified School District, Tohono O'odham Nation, AZ.

July 2018 *Lucy Calkins' Units of Study for Teaching Writing (WUOS) and Harvey & Goudvis' Comprehension Toolkit.*
Academia del Pueblo Elementary School, Phoenix, AZ.

2012–2015 Lead Teacher
Beverly City Public Schools, Beverly, NJ

- Coordinated with *Teachers College* (TC) Professor, Lucy Calkins, to organize a trip for the district's K-2 teachers to observe TC Reading and Writing Workshop in a high-poverty school in New York City.
- Collaborated with curriculum supervisor, academic coaches, and district to support teachers in Lucy Calkins' *Writing Units of Study* and balanced literacy reading instruction.
- Wrote second-grade *Balanced Literacy* curricula to fulfill common core standards and inspire critical thinking skills in a student centered learning environment.

TEACHING LICENSES

Arizona Elementary Education (Grades 1-8), Reading Specialization (Grades K-8)
New Jersey Elementary School Teacher (Grades K-5)

FUNDED GRANTS & PROJECTS

2021 *Learning, Literacies, & Technologies Dissertation Grant Award* (\$1,000)
Received funds from the Mary Lou Fulton Teachers College at Arizona State University to support my research exploring pedagogies of individual value shifting in relation to religious affiliation.

2016 *International Literacy Association Teacher as Researcher Grant* (\$2,400)
Coauthored with Jodene Morrell
Studied dual language learners' reading engagement and family literacy when provided with Spanish trade books.

- 2013–
2017** *First Book, Phoenix Library, Half-Price Books*, and local churches
Awarded numerous donations to supply elementary and secondary classrooms in three Title I schools with thousands of trade books in English and Spanish.
- 2013–
2016** *Donors Choose*
Awarded six grants for classroom supplies [classroom easel, multicultural picture books, leveled classroom library, etc.] to promote an inclusive learning environment and improve academic instruction.

UNIVERSITY SERVICE

- Fall
2021** LLT Student Representative
Virtual PhD Recruitment Events, ASU
- Spring
2021** Faculty Expert, Higher Education Partnership-Morocco
USAID, ASU and Morocco's Ministry of Education partnership
- 2015–
2017** Research Fellow
Literacy Teachers Initiative (LTI) Project at the Institute for Urban and Minority Education (IUME), Columbia University, NY
- November
2015** *Facilitating Student-led Academic Discourse.*
Literacy in the Early Years (graduate class), Columbia University, NY
 - Presented methodology and findings from teacher action research on student-led academic discourse.

PROFESSIONAL MEMBERSHIPS

- 2018–
Present** Literacy Research Association (LRA)
Member
- 2021** International Congress of Qualitative Inquiry (ICQI)
- 2015–
2017** International Literacy Association (ILA)
Member