

CURRICULUM VITAE
Paula M. Carbone

PROFILE

I have been faculty in the Rossier School of Education since 2010. Supporting students' complex literacy development frames my work. Whether it is working with teacher-candidates in the MAT@USC, doctoral students, or undergraduate students, the multiple literacies of students' lives need to be navigated productively within the complexity of contemporary society. Students' every day, lived experiences, along with the more academic literacies of academia, are problematized for their pervasive presence in all aspects of our lives. Critical approaches are foregrounded to ensure understanding of power differentials that may sustain inequities. These inequities are often supported through the literacies of media, entertainment, print materials, digital platforms, and communication in social, educational, political and economic milieus. Addressing inequities through pedagogies for change involves understanding pedagogy as a practice not only in formal education, but also in informal settings where multiple perspectives are honored to find usable solutions for a more equitable, just society.

University of Southern California, Rossier School of Education

2010-present

AWARDS

USC Sustainability Across the Curriculum Grant – \$10,000

- Develop & teach course with sustainability focus within educational context for undergrads

SERVICE

School of Education Service – 2010-2018

Current Service 2020-2021:

- Course Coordinator (regardless of stipend, continued from 2010) EDUC673/677
- Syllabus Review Committee - MAT
- Pedagogy Work Group to review syllabus in EDUC673 to address concerns of Syllabus Review Committee
- MAT Advancing Racial Equity – led workgroup to plan first meeting
- Mentoring Committee – joined workgroup to advance transformative justice for racial equity
- Faculty Learning Groups – joined subcommittee to plan Faculty Meeting engagement
- Submitted Proposal for “Teaching Global Citizenship” certificate for MAT & Professional Development
- Reviewed RTCP Faculty Profiles
- Attend information sessions for potential students in the MAT
- Attend orientation for enrolled students in MAT
- Review applications for MAT & OCL
- Serve as faculty chair for PhD music student with a teaching emphasis

Past Service:

- Created video for pedagogical approach in 670 secondary-section with 2U
- Creating a progressive degree for undergraduates in the MAT@USC
- Serving on accreditation committees
- Serving on committees including Faculty Council
- Served as chair of former concentration Teacher Education in a Multicultural Society in EEL
- Assisting with recruitment by attending information sessions for prospective MAT students
- Review applications for MAT & OCL
- Invited as faculty advisor for Teach for LA, a student organization serving K-6 children in the community. I provided guidance on approaches to tutoring reading, writing, and math.
- Invited as faculty advisor for PhD music student with a teaching emphasis – designed qualifying exam for teaching and sat on qualifying exam committee
- Invited to join qualifying exam committee for PhD student in Rossier with teacher education emphasis

Community and National Service:

Invited to serve on dissertation committee as outside member: CSUN

2022

Read to a Child Foundation Board Member, Advisory Capacity

2014-2019

AERA Critical Educators SIG: Communications Chair

2010-2012

LRA

Literacy Research Association

- Field Council, Western Regional Co-Chair (spur recruitment, streamline communication with membership, plan & participate in activities to welcome newcomers at annual meetings (2013-2016)
- Coach Graduate Students (feedback on proposals to annual meeting) (2014-2016)
- Invited to review proposals for annual meeting (2011-present)

EDITORIAL BOARD: *Cases on Academic Program Redesign for Greater Racial and Social Justice*, (Eds. E. Cain, R. Filback, & J. Crawford).

REVIEWER *Voices in the Middle, Language Arts, Education Policy*

Invited to serve on tenure review committee for two professors by University of Illinois at Chicago

Dr. EDWARD PODSLADLIK III, Ph. D., & Dr. Jennifer Olson, Ph.D.

RESPONSIBILITIES

- As RTCP Faculty, primary responsibilities are in teaching, chairing doctoral committees, curriculum development, and course coordination.
 - Courses Taught
 - English methods for pre-service teachers (MAT): EDUC513A/B; 673/677
 - Supervising pre-service teachers in their fieldwork (MAT): EDUC 673/677
 - Literacy in the MAT and Education in Educational Leadership (EEL): EDUC505;676 & 703
 - Research in Teacher Education (EEL): EDUC700
 - Learning Theories (MAT): EDUC518
 - Curriculum & Pedagogy (MAT): EDUC670
 - Context of Urban Schools (MAT): EDUC671
 - Inquiry Methods (EEL): EDUC536
 - Framing the Doctoral Dissertation (Organizational Change and Leadership-OCL): EDUC619/603
 - Global Issues Impact on Educational Outcomes – undergraduate minor (EDUC421)
 - Unrealized Promise and Hope for Education in the 21st Century – undergraduate minor (EDUC 423)
 - Course coordinator – EDUC English Methods (673/677) 2010-Present – former 513A/B) & Literacy (505) (2010- 2015)
 - Designed Curriculum
 - Continuously update curriculum to reflect current approaches, topics, and equity
 - Meet regularly with faculty for coherence across sections, implementing anti-racist, culturally responsive pedagogies, calibrate grading (video observation & Key Assessments)
 - Co-Developed education minor “Education in Society” with Dr. Jenifer Crawford, designed curricula for “Global Issues” (EDUC421) and “Unrealized Promise” (EDUC423)

OCL Dissertation Chair (2020-2022)

Dissertation topics focused on equity:

- Hiring in big tech & pharma companies
- Black students in medical schools
- The tourism industry & moving ahead after COVID-19
- Military civilian promotions of females
- Military promotions of African Americans, & etc.

EEL Dissertation Chair: 2014-2019

Dissertation topics focused on:

- Culturally relevant pedagogy
- Multimodal composing
- Academic Language development
- Critical Civics Education, & etc.

PUBLICATIONS

Carbone, P. M. (2017). Multimodal composing: Engaging diverse learners in AP English Language and Composition. *Gifted Education Quarterly, Winter 2017*. Available at <http://giftededucationcommunicator.com/gec-winter-2017/>

Carbone, P. M. (2016, June 03). [Review of the book *Urban teaching: the essentials*, (3rd. ed.)]. *Teachers College Record*, <http://www.tcrecord.org>

Off-site Faculty

pmcarbon@usc.edu - 818-383-2979

- Carbone, P. M. (2014). Aristotle in the classroom: scaffolding the rhetorical situation. *Voices in the Middles*, 21(3), 41-48.
- Carbone, P. M., & Reynolds, R. (2013). Considering Community Literacies in the Secondary Classroom: A Collaborative Teacher and Researcher Study Group. *Teacher Development*.
- Carbone, P. M. (2012). Writing Instruction to Support Generation 1.5 Students' Acquisition of Academic Persuasive Writing. In B. Yoon & H. K. Kim (Eds.). *Teachers' roles in second language learning: Classroom applications of sociocultural theory*. Charlotte, NC: Information Age Publishing, Inc.
- Carbone, P. M. (2010). Using commonplace books to help students develop multiple perspectives. *English Journal*, 99(6).
- Carbone, P. M., & Orellana, M. F. (2010). Developing academic identities: Persuasive writing as a tool to strengthen emergent academic identities. *Research in the Teaching of English*, 44(3), 292-316.
- Carbone, P. M. (resubmitted after revisions). Critically preparing students to develop informed, multiple perspectives in persuasive writing. *English Journal*
- Martínez, R., Orellana, M., Pacheco, M., & Carbone, P. (2008). Translating Voices: Connecting Bilingual Youths' Translation Experiences to Academic Writing. *Language Arts*, 85(6), 21-431.

PROFESSIONAL PRESENTATIONS

- Carbone, P. M. & Deckleman, S. (November, 2017). Energizing students' engagement and efficacy with academic writing: Humanizing technology through relationships and expectations. National Council of Teachers of English Annual Convention, St. Louis, MO.
- Carbone, P. M. (November, 2017). Preservice Teachers : Valuing multimodal composing for promoting equity in secondary classrooms, National Council of Teachers of English Annual Convention, St. Louis, MO.
- Carbone, P. M. (March, 2017). Digital, Multimodal Assessment in Teacher Education: Multimodal Compositions for Inclusion and Equity. 11th Annual International Technology, Education, and Development (INTED) Conference. Valencia, Spain.
- Carbone, P. M. (January, 2017). Pre-service teachers engage in multimodal assessments to design learning opportunities for identifying and engaging in 21st C skills. Mobile Technology in Teacher Education (MiTE) Conference. Los Angeles, CA.
- Carbone, P. M. (April, 2015). Classroom Talk and Preparing Teachers for Work with Diverse Student Populations. AERA Annual Meeting, Chicago, IL.
- Carbone, P. M. (April 2015). Reflective-Inquiry in teacher education as a Core Practice: Individualizing development of professional knowledge. AERA Annual Meeting, Chicago, IL.
- Carbone, P. M. (February, 2015). Identifying Learning Problems to Design Instruction for Powerful Learning. AACTE Annual Meeting, Atlanta, GA.
- Carbone, P. M. (December, 2014). Talkin' the talk: Preservice teacher development in using language for learning. Literacy Research Association Annual Conference, Marco Island, FL.
- Carbone, P. M. & Crawford, J. (November, 2014). Core texts and institutional borders: Assisting teachers in evaluating, enhancing, and supplementing core texts for equity and access in secondary content area. National Association for Multicultural Education Annual Conference, Tucson, AZ.
- Carbone, P. M. (2014). Integrating coursework in methods and practice – purposeful support for the theory-to-practice morass by providing the “information needed when needed.” AERA Annual Meeting, Philadelphia, PA.
- Carbone, P. M., Beltramo, J., & Datta, M. (2013). Teaching teachers how to design writing instruction and assessment to develop students' fluency. Literacy Research Association Annual Conference in Dallas, TX.
- Carbone, P. M. (2013). Humanizing Writing Instruction in Secondary Teacher Preparation. Paper Session, Division K. AERA Annual Meeting, San Francisco, CA.
- Carbone, P. M., & Pascarella, J. (accepted). Multimedia composing and potentials for learning. Roundtable session, Division B. AERA Annual Meeting, San Francisco, CA.

- Carbone, P. (November, 2012). *Developing Academic Writing with Novice Generation 1.5 Writers*. Literacy Research Association Annual Conference, San Diego, CA.
Organized this symposium, invited Robert Rueda and Eugenia Mora-Flores, and wrote proposal.
- Carbone, P. (November, 2012). *Teacher's Roles in Facilitating Novice Writers for Generation 1.5*. Literacy Research Association Annual Conference, San Diego, CA.
- Pascarella, J., & Carbone, P. (November, 2012). *Tapping the Tinkerers, Makers, and Innovators: How do we integrate new media literacies in robust and meaningful ways?* Literacy Research Association Annual Conference, San Diego, CA.
- Carbone, P. M. (2012). Integrating New Media literacy in secondary ELA instruction. NCTE Annual Convention, Las Vegas, NV.
Organized, wrote proposal, and chaired symposium with MAT graduates presenting.
- Carbone, P. M. (2012). *Writer Identities and Secondary Generation 1.5*. Roundtable Session. AERA Annual Meeting, Vancouver, Canada.
- Crawford, J. & Carbone, P. M. (2012). *Teaching to Close the Opportunity Gap: Four Educators' Actions to Promote Equity*. Paper Session. AERA Annual Meeting, Vancouver, Canada.
- Carbone, P. M. (2011). *Re-Framing Writing Constructs with Generation 1.5 Latino/Latinas: Persuasive Writing in an Urban High School*. Roundtable Session. AERA Annual Meeting, New Orleans, LA.
- Carbone, P. M., & Crawford, J. (2011). *What can we do to promote teacher candidate construction of knowledge in virtual classrooms?* Paper Session. AERA Annual Meeting, New Orleans, LA.
- Crawford, J., & Carbone, P. M. (2011). *Quality social justice teacher practice: Case studies of two veteran and two novice teachers*. Poster Session. AERA Annual Meeting, New Orleans, LA.
- Carbone, P. M. (2011). *Competency Assessment: Fostering Academic Writing with Students from Non-dominant Linguistic, Racial/Ethnic, Economic backgrounds*. AACTE Annual Convention, San Diego, CA.
- Crawford, J., Carbone, P. M. (2011, February). *Pedagogical-practices promoting discussion amongst students meeting in online, synchronous classrooms*, AACTE Annual Convention, San Diego, CA.
- Carbone, P. M. (2011, January). *Challenges of Implementing Formative Design Research Methodology for Literacy Research*. NAPAR Conference, Tempe, AZ.
- Carbone, P. M. (2010, November). *Post-Process Pedagogy, Persuasive Writing, and Under-Represented Students in the Secondary Classroom*. Panel presentation at NCTE Annual Convention in Orlando, FL.
- Carbone, P. M. (2010, February). *Designing Classroom Change: Engaging Underrepresented Students with Academic Writing*. Presented at NCTEAR Assembly for Research Midwinter Conference in Pittsburgh, PA.
- Carbone, P. M. (April, 2009). *At the Critical Juncture of Theory and Practice: Secondary School Teachers Present their Classroom Practices, Re-writing the Script for Success within their Local Contexts*. Organized Symposium at AERA Annual Meeting in San Diego, CA.
- Carbone, P. M. (2008, March). *First year teachers' emergent identities as social justice educators: Enacting the real from the ideal*. Presented in paper session at the AERA Annual Meeting in New York, NY.
- Carbone, P. M., & Orellana, M. (2008, March). *Developing academic identities: Persuasive writing as a tool to strengthen emergent academic identities*. Presented in paper session at the AERA Annual Meeting in New York, NY.
- Carbone, P. M., & Reynolds, R. (2008, March). *Continued Collaborative Teacher Inquiry: Considering Community Literacies in the Classroom*. Presented in paper session at the AERA Annual Meeting in New York, NY.
- Carbone, P. (2007, March). *Collaborative Teacher Research: Social Justice and the Dominant Discourse in Secondary Classrooms*. Presented in paper session at the AERA Annual Meeting in Chicago, Illinois.
- Carbone, P. and Reynolds, R. (2007, March). *Honoring Home Literacies: An Examination of English Educators' Practices*. Presented in panel presentation at the AERA Annual Meeting in Chicago, Illinois.
- Carbone, P. and Peate, M. P. (2006, November). *The Brilliance of Child Translators: Leveraging Language and Social Abilities in the Classroom*. UCLA With Different Eyes. (Presenting the work of Dr. Marjorie Orellana).

Carbone, P. and Shein, P. (2006, April). *Embracing Multiliteracies in Mathematics and Language Arts Classrooms*. Presented at the 5th Annual California Association of Freirean Educators.

Carbone, P. (2002, December). *Visual Thinking Strategies in the Classroom: Using VTS to improve student writing*. UCLA Chancellor's Conference on Composition and Literature.

Carbone, P. (2001, March). *Beyond Violence: Survival in Urban America—an interdisciplinary, project-based unit*. NCTE Spring Conference, Birmingham, Alabama. [while a secondary English teacher, prior to my doctoral studies.]

EDUCATION

University of California at Los Angeles Ph.D., <i>Urban Schooling, Writing, Literacy</i>	2009
University of California at Los Angeles M.Ed., <i>Leadership in Urban Schooling</i>	2004
California State University, Northridge <i>Clear Credential: ELA</i>	
Boston University, School for the Arts <i>Teaching Credential Track: English & Drama</i>	

FORMER EMPLOYMENT

Los Angeles Unified School District	1997-2005
<i>National Board Certified: Early Adolescence, Secondary ELA Teacher</i>	1999-2009
English Language Arts, middle school and high school grades 6-12	
Advanced Placement English Language & Composition	
Humanities	

Secondary ELA teacher: Dallas Independent School District, Episcopal private school and International private school

DISSERTATION COMMITTEE - 2009

Dr. Ernest Morrell, Chair
Dr. Kris Guttierrez
Dr. Marjorie Orellana
Dr. S. Alim