

Katrina Bartow Jacobs

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University of Pittsburgh
Language, Literacy & Culture
Dept. of Teaching, Learning, & Leading
230 S. Bouquet Street
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EDUCATION

Ph.D., Reading/Writing/Literacy, May 2014

University of Pennsylvania, Graduate School of Education, Philadelphia, PA

- Dissertation Title: *Fieldwork as Text and Context: Graduate Students' Narration and Negotiation of Field Experiences within an Inquiry Community*
- Dissertation awarded Departmental Honors
- Dissertation Committee: Dr. Vivian Gadsden (Chair); Dr. Gerald Campano; Dr. Robert Simon

M.Ed., Reading/Writing/Literacy, May 2008

University of Pennsylvania, Graduate School of Education, Philadelphia, PA

B.A. in English Literature, May 2003

Vassar College, Poughkeepsie, NY

- Participant in the Senior Creative Writing Program
- Graduated with General and Departmental Honors

Urban Education Semester, September – December 2001

Bank Street College of Education, New York City, NY

UNIVERSITY TEACHING/CONSULTING EXPERIENCE

Associate Professor of Practice

University of Pittsburgh, Dept. of Teaching, Learning, & Leading, Pittsburgh, PA

September 2021- Present

- Faculty Fellow at the Center for Urban Education, University of Pittsburgh
- Select Courses Taught
 - Reading/Writing Methods 1: Grades PreK-1
 - Reading/Writing Methods 2: Grades 2-4
 - Research Seminar for MATs
 - Practicum Seminar
 - Teaching and Learning: Secondary English (1, 2, & 3)
 - Literacy Assessments and Intervention Models

Assistant Professor of Practice

University of Pittsburgh, Language, Literacy, & Culture, Pittsburgh, PA

September 2018 – August 2021

Visiting Assistant Professor

University of Pittsburgh, Language, Literacy, & Culture, Pittsburgh, PA

September 2014 – August 2018

Literacy Education Consultant

Institute for Learning, University of Pittsburgh

2017-2020

- Travel to school districts nationwide to provide professional development around classroom practices, curriculum implementation and development, and engaging literature in the classroom
- Worked as part of a team on creating literacy curricular units that engaged complex texts and best practices for elementary grades

Instructor of Record

University of Pennsylvania, Graduate School of Education, Philadelphia, PA

Spring 2013; Spring 2014

- Assessing Language and Learning Differences
 - Designed course related to issues of literacy assessment and evaluation, with a particular emphasis on taking a critical look at assessment and high-stakes accountability. Themes included issues related to English Language Learners; Special Education and Gifted Education; Urban Educational Contexts; and reviewing Pennsylvania standardized tests and expectations.

Teaching Assistant

University of Pennsylvania, Graduate School of Education, Philadelphia, PA

2010 - 2013

- Issues of Multicultural Education (taught by Dr. Vivian Gadsden)
 - Fall 2013, Fall 2012, Fall 2011, Fall 2010
 - Responsibilities included course planning, leading seminars, facilitating small group work, and assessing students' assignments.
- Assessing Language and Learning Differences (taught by Drs. Vivian Gadsden and Gerald Campano)
 - Spring 2012, Spring 2011, Spring 2010
 - Responsibilities included course planning, leading seminars, and assessing students' assignments.

Masters Portfolio Coordinator and Advisor

University of Pennsylvania, Graduate School of Education, Philadelphia, PA

September 2013 – May 2014

- Directed and organized the portfolio process for the masters' program in Reading/Writing/Literacy
 - Led development of a series of proseminars
 - Advised masters students on the portfolio process, including editing drafts
 - Participated in the final presentation of portfolios to the faculty

UNIVERSITY ADMINISTRATIVE EXPERIENCE

July 2021 – Present

Katrina Bartow Jacobs

Research Coordinator for Falk Laboratory School

- Created and implemented this new role within the K-8 lab school at the University of Pittsburgh.
 - Supported the integration and deepening of the research mission of the school as a laboratory school
 - Worked to engage teachers with practitioner-driven research to support best practices in K-2 classrooms
 - Acted as a conduit for research partnerships between Falk, the School of Education and other departments/schools across the University of Pittsburgh

July 2020 – December 2021

Program Coordinator and Advisor, Secondary MAT Teacher Certification, PreK-4 Teacher Certification

Program Coordinator and Advisor, M.Ed. in Elementary Education (Online Program)

January 2019 – June 2020

Program Coordinator and Advisor, Secondary English and Social Studies Teacher Certification

2016 – 2021

Program Coordinator and Advisor, PreK-4 Teacher Certification

- Function as the advisor and program coordinator to the school's graduate one-year elementary teacher certification program (Primary Plus). This involves coordinating classes, working individually with students, and communicating with mentor teachers, university supervisors, and program faculty.
- Responsibilities also involve working closely with the coordinator of the undergraduate to graduate PreK-4 certification program to develop a strong and cohesive approach to elementary teacher certification at the school of education.

K-12 TEACHING EXPERIENCE

Associate Teacher, Fourth Grade

Phillips Brooks School, Menlo Park, CA

2004 – 2005

Associate Teacher, First Grade

Phillips Brooks School, Menlo Park, CA

2003 – 2004

Student Teacher, Kindergarten

Banks Street Urban Education Semester, PS 212, New York, NY

August – December 2011

RESEARCH EXPERIENCE

University of Pittsburgh, School of Education

September 2014 - Present

Current Research Projects with IRB approval

- Virtual Simulation of Teacher Practice
 - Working collaboratively with a colleague, Dr. Michelle Sobolak, the goal of this project is to develop “cases” of professional practice within an online platform to

better understand pre-service teachers' decision-making paths and to better support these students with spaces for safe practice before working with students and teachers in schools. The research focuses on understanding which elements of practice lend themselves to the virtual platform and on how to better support students in developing contextualized and effective teaching practices in the field.

- Critical Narratives of Field Experiences
 - This project explores the ways that teacher certification students (PreK-12) narrate and discuss what they are learning about literacy education from their field experiences. This qualitative research project focuses on better understanding how pre-service teachers approach and navigate student teaching, with an emphasis on their developing professional identities and how they situate this learning within school communities and within their own teacher education program.
- Young Children's Gender Perceptions in Reading Picture Books
 - This work explores how young children (ages 3-6) explore and describe understandings of gender during classroom read-alouds of picture books, in a variety of classroom settings. Starting with books where the main character's gender is undisclosed, the aim of the research is to see what visual, written, and social cues the children draw on as they attempt to interpret the character's gender. The work also has an action component where later books that explicitly work against gendered assumptions are read and discussed with children to try and enhance gender equity and representation in the classroom.

University of Pennsylvania, Graduate School of Education

September 2009 – May 2014

- Research Assistant to Dr. Vivian Gadsden
 - Worked on a project around issues of comfort and discomfort as related to multicultural education, urban education, and teacher education. Duties included facilitating interviews and focus groups; transcribing and analyzing qualitative data; presenting data at national professional conferences
 - Helped with a meta-analysis of measurements related to family and community involvement in young children's education

September 2010 – May 2014

- Research Assistant to Dr. Gerald Campano
 - Member of the "Community Researchers Project"
 - Worked on projects related to an ongoing research partnership with a local urban Catholic parish/school. Projects included an Inquiry into College with the aftercare program; a pen-pals project with the Indonesian Sunday School children; and a partnership with the ESOL teacher around instruction and assessment of English Language Learners
 - Also participated in a practitioner inquiry project into the development and instruction of the course "Assessing Language and Learning Differences"

FELLOWSHIPS AND AWARDS

2016

Presented the Outstanding Service Award for *Urban Education* Board Member

Division K Early Career Seminar: invited participant
American Educational Research Association (AERA) Conference, Washington D.C.

2015

Named Faculty Fellow, Center for Urban Education, University of Pittsburgh School of Education

2014

Ralph C. Preston Award for Scholarship and Teaching Contributing to Social Justice and Educational Equity
Reading/Writing/Literacy, Graduate School of Education, University of Pennsylvania

Division K Graduate Student Seminar: invited participant
American Educational Research Association (AERA) Conference, Philadelphia, PA

2008 – 2013

Dean's Fellowship
University of Pennsylvania, Graduate School of Education

GRANT PROPOSALS

2019

Co-PI: *Utilizing Video Simulations to Support Teacher Candidates' Developing Professional Practice*

(Dr. Michelle Sobolak, Co-PI)

University of Pittsburgh School of Education: Donna and Ian Mitroff Fund (**Awarded - \$2,500**)

Co-PI: *Using Simulations to Support Teacher Candidates' Developing Professional Practice*

(Dr. Michelle Sobolak, Co-PI)

University of Pittsburgh: Central Research Development Fund (**Awarded - \$3,500**)

2017

PI: *Using Picture Books to Promote Young Children's Understanding of Gender Diversity and Gender Equity*

University of Pittsburgh Research Council: Research in Diversity (**Awarded - \$3,000**)

Co-PI: *What Do We Mean When We Say 'Community'?: How Pre- and In-Service teachers talk about and engage practice around diversity, inclusion and equity* (Dr. Lori Delale-O'Connor, Co-PI)

University of Pittsburgh: Faculty Diversity Research Funding (**Awarded - \$3,900**)

Educational Research Collaborator: *Understanding and Leveraging the Effect of Nanoscale Roughness on Macroscale Adhesion* (Dr. Tevis Jacobs, PI, University of Pittsburgh).

NSF, Civil, Mechanical and Manufacturing Initiative (**Awarded – Total Budget \$305,123**)

- Engineering students will engage with pre-service PreK-4 teachers to create units that integrate engineering concepts and literacies, which align with the Next Generation Science Standards for grades K-12 (**Education Budget - \$3,000**)

2016

Educational Research Collaborator: *Nanostructural strain to control stability and function in halide perovskites* (Dr. Aaron Fafarman, PI, Drexel University)

NSF award # 1847952

- Outreach surveys for K-12 students will be designed and conducted by Professor Katrina Bartow Jacobs of Univ. of Pittsburgh who will travel to Philadelphia as well as to conferences to present the results. The costs of assistants who conduct the surveys are also budgeted for. **(Budget - \$5000)**

Educational Research Collaborator: *New Paradigms for Characterizing and Understanding Surface Topography in Additive Manufacturing* (Dr. Tevis Jacobs, PI)

NSF Career Award Proposal (not selected)

Co-PI: *Curiosity, Agency, Identity: Making New Spaces for Practitioner “Wondering”*

Spencer Research-Practice Grant Proposal (not selected)

2015

Project Co-Director: *Virtual Safe Practice in Teacher Education*

University of Pittsburgh Innovation in Education Grant Proposal (not selected)

PUBLICATIONS

Peer-Reviewed Academic Journals

(* indicates work with graduate students)

Jacobs, K. B. & *Abruzzo, E. (under review). The role of critical narratives in broadening pre-service literacy teachers' conceptualizations of practice. *English Teaching: Practice & Critique*

*Hill, T. (2019) & Jacobs, K. B. “The mouse looks like a boy”: Young children’s talk about gender across human and non-human characters in picture books. *Early Childhood Education Journal* 48(1), 93-102.

Jacobs, K. B. (2019). “I believe in home language, but the tests don’t”: Literacy Teachers’ Perceptions of Tensions and Possibilities Addressing Linguistic Diversity in Assessments. *Teachers College Record*, 121(7).

Jacobs, K. B. (2018). “So why is it OK here?”: Literacy candidates grappling with culture/culturally responsive pedagogy in urban fieldsites. *Urban Education*, online first.

Jacobs, K. B. & Low, D. E. (2018). Literature circle roles for engaging graphic novels and comics in Language Arts classrooms. *Language Arts*, 95(5) 322-331.

Jacobs, K. B. & Low, D. E. (2017). Critical questioning in and beyond the margins: Teacher preparation students’ multimodal inquiries into literacy assessment. *English Education*, 49(3), 226-264.

Jacobs, K. B. (2016). The (untold) drama of the turning page: The role of page breaks in understanding picturebooks. *Children’s Literature in Education*, 47(4), 357-373.

Jacobs, K. B. (2015). “I Want to See Real Urban Schools”: Teacher Learners’ Discourse and Discussion of Urban-Based Field Experiences. *Perspectives on Urban Education*, 12(1), 18-37.

Campano, H. G., Ngo, L., Low, D., & Jacobs, K.B. (2015). Young children’s demystifying and remaking the university through critical imaginative play. *Journal of Early Childhood Literacy*, 16(2), 199-227.

- Jacobs, K. B. (2014). The role of field experiences in the socialization of early career literacy teachers. *LEARNING Landscapes* 8(1), 173-191.
- Gadsden, V. L., Jacobs, K.B., Peterman, N.A., & Reed, A. (2014). Indicators for evaluating family and neighborhood context for PreK-3rd. A report commissioned by the Foundation for Child Development. New York.
- Bass, W., Sibberson, F., Hayes, S., McCraw, B., Witte, S., Waff, D., Jacobs, K.B., & Wilkinson, L. (2010). Profiles and perspectives: Educators' voices on 21st century literacies. *Language Arts*, 87(5), 390-394.
- Gadsden, V. G., Jacobs, K. B., Peterman, N. A. (in preparation). Race, culture, and teachers' comforts and discomforts of preparing to teach. Submitting to *Teacher College Record*.

Invited Journal Column

- Crawford, P. A., Genest, M.T., Jacobs, K. B., Meyer, C. K., & Sobolak, M. J. (quarterly). Page Turners: Books for Children (regular review of current children's literature). *International Journal of the Whole Child*, 4(1), 75-81.

Popular Press/Practitioner Publications

- Jacobs, K. B. & Suzik, J. (2019). "A Princess boy – he's still a boy!": Using picture books to open discussions around gender with young children. *Exchange Magazine*, March/April 2019, 47-50.

Peer-Reviewed Book Chapters

- Jacobs, K. B. & *Abruzzo, E. (in press) Field Experiences in Social Justice-Oriented Teacher Education. Entry in R. Milner & J. Bennett (eds), *Encyclopedia for Social Justice in Education* UK: Bloomsbury Press. (expected publication late 2022).
- Jacobs, K. B. (2020). The role of critical narratives in broadening pre-service literacy teachers' beliefs around ELA teaching practice. In T. Gallagher & K. Ciampa (eds.) *Teaching Literacy in the Twenty-First Century Classroom: Teaching Knowledge, Self-Efficacy, and Minding the Gap*. New York, NY: Palgrave MacMillan.
- Jacobs, K. B. & *Hill, T. (2020). Using picture books to promote young children's understanding of gender diversity and gender equity. In A. Murrell, J. Petrie-Wyman, & A. Soudi (eds), *Diversity Across Disciplines: Research on People, Policy, Process, and Paradigm*. Charlotte, NC: Information Age Publishing.
- Ngo, L., Jacobs, K. B., Campano, H.G., Ghiso, M. P., & Low, D. E. (2016). Bidirectional learning in a school-university partnership. In H. G. Campano, M. P. Ghiso, & B. Welch (Eds.) *Partnering with Immigrant Communities: Action Through Literacy*. New York: Teachers College Press.
- Campano, H. G., Jacobs, K. B., & Ngo, L. (2014). A Critical resource orientation to literacy assessment through a stance of solidarity. In J. Brass and A. Webb (eds.), *Reclaiming English language arts methods courses: Critical issues and challenges for teacher educators in top-down times*. New York: Routledge Press.

CONFERENCE PRESENTATIONS

Peer-Reviewed Papers

(* indicates work with graduate students)

- *Abruzzo, E. & Jacobs, K. B. (April 2022) I Felt Goosebumps: Emotional Experiences of Pre-Service English Teachers and the Critical Use of Placement-Based Narratives. *American Educational Research Association Annual Meeting*.
- Jacobs, K. B. & Sobolak, M. J. (April 2020). Integrating Technology-Driven Alternative Spaces in Teacher Education. *American Educational Research Association Annual Meeting*. (Conference canceled due to COVID-19).
- *Abruzzo, E. & Jacobs, K. B. (April 2020). The Emotional Content and Value of Critical Narratives: A Study of Preservice Teachers. *American Educational Research Association Annual Meeting*. (Conference canceled due to COVID-19).
- Jacobs, K. B. & *Hill, T. M. (April 2020). Gendered Readings: The Role of Social Norms and Textual Inference in Interpretations of Gender in Picture Books Across Elementary Grade Spans. *American Educational Research Association Annual Meeting*. (Conference canceled due to COVID-19).
- Sobolak, M. & Jacobs, K. B. (December, 2019). Pre-service Teacher Professional Skills Development: Utilizing Technology-Driven Simulations to Support Pre-Service Teachers' Developing Practices. *American Reading Forum Conference*. Sanibel Island, FL.
- Jacobs, K.B. & *Abruzzo, E. (December, 2019). The Emotional Content and Value of Critical Narratives: A Study of Pre-Service Teachers. *Literacy Research Association Conference*, Tampa, FL.
- Jacobs, K.B. & *Hill, T. (December, 2019). Making Sense of Gender across Elementary Ages: Examining Kindergarten, Second, and Fourth Graders' Responses to *Owl Moon*. *Literacy Research Association Conference*, Tampa, FL.
- Jacobs, K.B. & Sobolak, M. (December, 2019). From Assignment, to Online Engagement, to In-Person Experience: Using Simulations to Support Pre-Service Teachers' Differentiation Practices. *Literacy Research Association Conference*, Tampa, FL.
- Sobolak, M. & Jacobs, K. B. (October, 2019). Leveraging Online Tools and Actors to Reimagine and Strengthen Literacy Teacher Preparation. *Pennsylvania Association of Colleges and Teacher Educators Fall Conference*, Harrisburg, PA.
- Jacobs, K. B. & *Abruzzo, E. (April, 2019). The Role of Critical Narratives in Deepening Pre-Service Teachers' Understandings of Professional Practice. *American Educational Research Association Annual Meeting*. Toronto, Ontario.
- *Hill, T. and Jacobs, K. B. (2018, November) "It just looks like a girl somehow": Young children's talk about gender between human and nonhuman characters in picture books. *Literacy Research Association Conference*, Palm Springs, CA.
- Jacobs, K. B. & *Hill, T. (2018, November). "Well, we don't see boys with long hair often": Kindergarteners' use of social constructs to interpret gender in picture book read-alouds. *Literacy Research Association Conference*, Palm Springs, CA.
- Sobolak, M. & Jacobs, K.B. (2018, November). From approximation to contextualization: Using technology as a bridge from literacy teachers' professional learning to professional practice. *Literacy Research Association Conference*, Palm Springs, CA
- Jacobs, K. B. & *Hill, T. (2018, April). "I Said 'Usually'": Using Picture Books in Kindergarten Language Arts Classrooms to Understand and Support Gender Equity and Diversity. *American Educational Research Association Annual Meeting*, New York, NY.
- Jacobs, K. B. & Sobolak, M. (2018, April). "It Gave Me an Opportunity to Apply What I Learned": Using Computer Simulations to Develop Pre-Service Teachers' Lesson Planning Practices. *American Educational Research Association Annual Meeting*, New York, NY.

- Sobolak, M. & Jacobs, K. B. (2017, December). Designing Spaces for Professional Practice: Simulations as Sites of Learning within Literacy Teacher Preparation. *American Reading Forum*, Sanibel, FL.
- Jacobs, K. B. (2017, December). "It Made Me Think About Where, Not Just What": Critical Storytelling as Practice in Literacy Teacher Education. *Literacy Research Association Conference*, Tampa, FL.
- Jacobs, K. B. & Sobolak, M. (2017, December). Pre-Service Teachers' Decision Making around Lesson Planning: Using Computer Simulations to Develop Professional Practice. *Literacy Research Association Conference*, Tampa, FL.
- Jacobs, K. B. (2017, April). "So Why Is It Okay Here?": Literacy Candidates' Perceptions of Culture/Culturally Relevant Literacy Pedagogy in Urban Fieldsites. *American Educational Research Association Annual Meeting*. San Antonio, TX.
- Jacobs, K. B. (2016, November). Narratives from the field: Exploring how pre-service ELA teachers author and discuss stories of school-based professional practice. *Literacy Research Association Conference*, Nashville, TN.
- Sobolak, M. & Jacobs, K. B. (2016, November). Remapping 'the field': Virtual practice as a site of learning within literacy teacher preparation. *Literacy Research Association Conference*, Nashville, TN.
- Jacobs, K. B. (2016, November). "Purple is how books say girl": Young children's sense-making of gender in picture books. *Literacy Research Association Conference*, Nashville, TN.
- Jacobs, K. B. & Low, D. E. (2016, April). Critical questioning in and beyond the margins: Teacher preparation students' multimodal inquiries into literacy assessment. *American Educational Research Association Annual Meeting*. Washington, D.C.
- Jacobs, K. B. & Sobolak, M. J. (2016, April). Virtual simulation as a space for developing professional practice in teacher preparation. *American Educational Research Association Annual Meeting*. Washington, D.C.
- Jacobs, K. B. (2016, February). "We've started the death march toward the test": The role of high-stakes assessments in critical resource-oriented literacy classrooms. *Ethnography in Education Forum*. Philadelphia, PA
- Jacobs, K. B. (2015, December). "I believe in home language, but the tests don't": Literacy Teachers' Perceptions of Tensions and Possibilities of Addressing Linguistic Diversity in these (High-Stakes) Times. *Literacy Research Association Conference*. Carlsbad, CA.
- Jacobs, K. B. & Low, D. (2015, December). Exploring "the gaps" in literacy assessments: Employing multimodal texts to reimagine assessment practices within literacy teacher preparation. *Literacy Research Association Conference*. Carlsbad, CA.
- Campano, G. H., Jacobs, K. B., & Ngo, L. (2015, April). A Critical Resource Orientation to Literacy Assessment through a Stance of Solidarity. *American Educational Research Association Annual Meeting*, Chicago, IL.
- Gadsden, V., Jacobs, K. B., & Peterman, N. (2015, April). Emotion, Knowledge, and Inquiry: Students' Comforts and Discomforts in Studying Race, Culture, and Equity. *American Educational Research Association Annual Meeting*, Chicago, IL.

- Jacobs, K.B., Rogers, C. & Henry, K. (2015, February). "The Place Looked Like Home": Black Male Teacher Learners' (Counter)Narratives of Field Experiences. *Ethnography in Education Forum*, Philadelphia, PA.
- Jacobs, K. B. (2014, December). Learning in "Unscripted Spaces": Collaborative Inquiry into the Role of Fieldwork in Literacy Teacher Education. *Literacy Research Association Conference*, Marco Island, FL.
- Jacobs, K. B. (2014, December). Conceptualizing Literacy Instruction: Dialogic Relationships of Biography, Practice, and Theory in Literacy Education Fieldwork. *Literacy Research Association Conference*, Marco Island, FL.
- Jacobs, K. B. (2014, November). Learning in the Field: Teacher Learners' Narration and Negotiation of School-Based Experiences in Urban Literacy Classrooms. *National Council of Teachers of English Annual Convention*, Washington, DC.
- Jacobs, K. B. (2014, April). Fieldwork as text and context: Graduate students' narration and negotiation of field experiences within an inquiry community. *American Educational Research Association Annual Meeting*, Philadelphia, PA.
- Gadsden, V. L., Jacobs, K. B., Peterman, N., Mostafa, K., & Gioia, D. (2014, April) Race, culture, and teachers' inquiries into the comforts and discomforts of preparing to teach. *American Educational Research Association Annual Meeting*. Philadelphia, PA.
- Jacobs, K.B. (2013, December). Making sense of literacy assessments: How graduate students narrate and negotiate experiences of evaluation from fieldwork settings. *Literacy Research Association Conference*. Dallas, TX
- Campano, G., Jacobs, K. B., & Low, D. (2013, December). Young children's demystifying and remaking the university through critical imaginative play. *Literacy Research Association Conference*. Dallas, TX.
- Jacobs, K.B. (2013, April). Assessing the assessment: How graduate students understand and question the role of literacy evaluation through their field experiences. *Culturally Responsive Evaluation and Assessment Conference*. Chicago, IL.
- Campano, G., Ghiso, M. P., Jacobs, K. B., LeBlanc, R., Low, D., Ngo, L., Pantoja, A, & Yee, M. (2012, November). Coalitional literacies: Reframing university-school-community partnerships. *Literacy Research Association Conference*. San Diego, CA.
- Campano, G., Jacobs, K. B., LeBlanc, R., Low, D., Ngo, L. (2012, September). One love, many literacies: Literacy practices within a diverse urban faith-based community. *Penn State Lehigh Valley Annual Diverse Literacies Conference*. Macungie, PA.
- Lytle, S., Buckley, M., Burchell, H., Hobson, S., Jacobs, K. B., Park, J., Riley, K., & Whitelaw, J. (2009, November). Re-imagining inquiry in these times: A collaborative study of a teacher education course on adolescent literacy. *National Council of Teachers of English Annual Convention*. Philadelphia, PA.
- Lytle, S., Buckley, M., Burchell, H., Hobson, S., Jacobs, K. B., Park, J., Riley, K., & Whitelaw, J. (2009, February). Making the road by walking: Participatory inquiry into adolescent literacy and learning. *Ethnography in Education Forum*. Philadelphia, PA.

Peer-Reviewed Poster Sessions

- *Shafer, A.E., *Abruzzo, E.T., & Jacobs, K. B. (2022, June). *Preservice Teachers Perspectives: Justice-Oriented and Well-Being*. Poster presented at the Society for Prevention Research Annual Meeting.

- *Shafer, A.E., *Abruzzo, E.T., & Jacobs, K. B. (2022, February). *Graduating Justice-Oriented Preservice Teachers: Student Perspectives and Psychological Safety*. Poster presented at the Society for the Study of Human Development, Virtual Conference.
- Jacobs, K. B. & Ngo, L. (2016, April). Teacher education as community-based inquiry. *American Educational Research Association Annual Meeting*. Washington, D.C.
- Jacobs, K. B. (2015, April). Learning to Teach in the Era of High-Stakes Accountability: Teacher Learners' Reactions to State Testing during Literacy Education Practicum Courses. *American Educational Research Association Annual Meeting*, Chicago, IL.
- Jacobs, K. B. (2015, April). "Lonely is a Word You Hear A Lot": Developing Identities as Literacy Educators through Field Experiences in a Teacher Preparation Program. *American Educational Research Association Annual Meeting*, Chicago, IL.
- Gadsden, V., Gioia, D., Mostafa, K., Jacobs, K. B., Peterman, N. (2014, April). Shifting the Conversation: Emotional Labor as Learning in a Pedagogy of Discomfort. *American Educational Research Association Annual Conference*. Philadelphia, PA.
- Lytle, S., Buckley, M., Burchell, H., Hobson, S., Jacobs, K. B., Park, J., Riley, K., & Whitelaw, J. (2011, April). *Inventing What We Desire: Designing Spaces for Re-Imagining Teaching in These Times*. *American Educational Research Association Annual Conference*. New Orleans, LA.

INVITED TALKS/WORKSHOPS

- Jacobs, K. B. Picture Books and Graphic Novels: Understanding how Images Work (2019, May). *Early Childhood Education Program Abroad, University of Pittsburgh School of Education*, Florence, Italy
- Jacobs, K.B. & Sobolak, M. (2018, February). Using Questioning to Build Reading Comprehension & Writing Responses. *Heinz Fellows, Center for Urban Education, University of Pittsburgh*, Pittsburgh, PA.
- Jacobs, K.B. (2016, November). Engaging in Action Research: Inquiring Into One's Own Practice. *Ready To Learn Program Seminar, Center for Urban Education, University of Pittsburgh*. Pittsburgh, PA.
- Jacobs, K. B. (2014, July) Navigating Page Breaks: Young Children's Comprehension of Story Picturebooks. *Guest lecturer in a masters-level course on Children's Literature*
- Jacobs, K. B. (2014, January). A History of the Field: Research in Reading/Writing/Literacy. *University of Pennsylvania Graduate School of Education RWL Masters Proseminar*. Philadelphia, PA.
- Jacobs, K. B. (2013, January). Fieldwork as Text and Context: Graduate Students' Narration of Learning in the Community. *Poster presented at Ph.D. Applicant Weekend, University of Pennsylvania*, Philadelphia, PA.
- Jacobs, K. B., LeBlanc, R. J., Low, D., Ngo, L. (2009, September). Universities Partnering with Faith-Based Communities. *Penn GSE Language and Literacy Proseminar*. University of Pennsylvania, Philadelphia, PA.

PROFESSIONAL SERVICE

2015 – 2021

Leadership, Literature Special Interest Group, AERA

May 2019 – May 2021

Chair

June 2017 – April 2019

Program Chair

- Helped develop and launch the Shelby Wolf Dissertation Award

August 2015 – May 2017

Secretary/Treasurer

2018 – Present

Member, Editorial Board, *English Teaching: Practice and Critique*

2016 – Present

Founding member of UPECC: University of Pittsburgh Early Childhood Collaborative

2016

Member of the Alan C. Purves Award Committee

Research in the Teaching of English

2015 – Present

Member, Editorial Board, *Urban Education*

2010 – 2013

Leader, SCRWL (Student Community in Reading/Writing/Literacy)

- Facilitated workshops, lectures, and meetings for the doctoral students in the RWL department

2010 – 2011

Co-Leader, SCRWP (Students Confronting Race and White Privilege)

- Led weekly conversation groups around issues of race and white privilege within our practice at the university, and as K-12 teachers. Also sponsored and helped organized lectures and film viewings on campus related to these topics.

RESEARCH INTERESTS

New, Critical, and Sociocultural Literacy Studies; Literacy Education; Teacher Education; Early Childhood Literacy; Urban Education; Critical Pedagogy; Sociology of Education; Qualitative and Ethnographic Research Methodologies

PROFESSIONAL MEMBERSHIPS

American Educational Research Association

Literacy Research Association

International Literacy Association (Formerly International Reading Association)

American Reading Forum

SELECTED COURSES TAKEN

University of Pennsylvania

- Literacy: Social and Historical Perspectives (Dr. Robert Simon)
- Multicultural Issues in Education (Dr. Vivian Gadsden)
- Seminar in Theories of Reading (Dr. Susan Lytle)
- Research Seminar on Writing and the Teaching of Writing (Dr. Susan Lytle)
- Practitioner Inquiry in Education (Drs. Susan Lytle and Matthew Hartley)
- Research Seminar in Reading/Writing/Literacy (Dr. Vivian Gadsden)
- Responding to Literature (Dr. Lawrence Sipe)
- Issues in Instructional Leadership in Literacy (Dr. Diane Waff)
- Methods of Discourse Analysis (Dr. Betsy Rymes)

- Qualitative Modes of Inquiry (Dr. Sharon Ravitch)
- American Education Reform: History, Policy, Practice (Dr. John Puckett)
- Research on Teaching (Dr. Janine Remillard)

REFERENCES

Dr. Vivian Gadsden

William T. Carter Professor of Child Development and Education
Director, National Center on Fathers and Families
Reading/Writing/Literacy Department, Graduate School of Education
University of Pennsylvania
3700 Walnut Street, Philadelphia, PA 19104
215-573-3528
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Dr. Mariana Souto-Manning

Associate Professor, Early Childhood Education
Director, Quality Universal Inclusive Early Responsive Education (QUIERE)
Teachers College, Columbia University
525 West 120th Street, New York, NY 10027
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Dr. Amanda Godley

Professor, Language/Literacy/Culture
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Posvar Hall, 230 South Bouquet Street, Pittsburgh, PA, 15260
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Dr. Richard Donato

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