

VITA

JOHN WESLEY WHITE

Foundations and Secondary Education
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Current Position: **Assistant Professor, Foundations and Secondary Education**
College of Education and Human Services
University of North Florida

Education

2003-2004 **Postdoctoral Fellowship, University of Colorado at Boulder**
Literacy development for diverse elementary students

2003 **Ph.D., School of Education, University of Colorado at Boulder, Departments of Curriculum and Instruction/Social Foundations of Education**
Secondary Literacy & Social Foundations of Education

1996 **M.A., Southern Methodist University**
English Literature

1993 **B.A., University of North Carolina at Greensboro**
English Literature

1990 **B.A., Wake Forest University**
Political Science

Professional Development / Continuing Education

2007 **Ignatian Faculty Scholar (Regis University)**
2007-2008 **Colorado Political Leaders Fellowship**
2007 **Online teaching assessment and training (Regis University)**

Research and Teaching Interests

Teacher Education (literacy and secondary language arts) & Foundations of Education; Academic Literacy; Sociolinguistics, literacy, and identity; cultural and linguistic hegemony

University Teaching

2008-present Assistant Professor, Foundations and Secondary Education (English Education)
University of North Florida, College of Education and Human Services
I am responsible for the English Education Program at the College. I teach in the areas of the Foundations of Education and English Education (pre-service and in-service, graduate and undergraduate). I also supervise secondary student teachers.

LAE 6339, *Special Methods in Teaching English*

An advanced analysis of the instructional methods, materials, curriculum, and research related to teaching secondary level English. Two tracks, one for students seeking certification and another for certified teachers (who do action-research projects or guided research topics).

LAE 4335, *Special Methods: Secondary (High School) English*

An examination of the instructional methods, materials, and curriculum for teaching secondary level English. Focus on teaching and integrating diverse literacies--including critical literacy--into pedagogy and the curriculum.

LAE 4323, *Special Methods: Middle Grades English*

Students learn to teach emerging adolescents the oracular and literary/literacy skills needed in today's society using an integrated, multicultural research-based, whole language approach.

EDG 6906, *Independent Study, Secondary English and Literacy*

Students work with instructor to create a course of study related to their interests, and/or professional and state-mandated requirements. Individual syllabi, readings, and assignments are created in conjunction with students and department chair.

EDF 1005, *Introduction to Education*

A study of the relationship of teachers and schools to the philosophical, historical, legal and social foundations of American education. Provides students with a basic understanding of classical and contemporary learning issues designed to orient them to careers in teaching.

ESE 4943, *Supervision of Student Teaching Interns*

Students spend a minimum of 15 weeks teaching in their respective content areas under the supervision of a highly-qualified, certified teacher. Faculty do regular site visits (five minimum) to evaluate student performance and to provide support and feedback. Participation in three seminars with faculty and fellow interns is required.

RED 3333, *Reading Methods for Secondary Teachers*

Introduces prospective teachers to the issues surrounding the teaching of reading to middle and high school students and the need for language and literacy teaching across the curriculum. Specific attention is paid to reading in the different content areas and in different genres. Covers approaches to enhancing literacy development, different kinds of reading, stages of reading development, developing metacognition in reading, measures for assessing students' reading ability, and the need for teaching critical literacy.

2006-2008 Assistant Professor and Faculty Advisor
Regis University, School for Professional Studies - Teacher Education

Teach a range of foundations, philosophy of education and literacy courses in the graduate teacher education program. Supervise Masters Theses, advise graduate licensure students, supervise student teachers, design curriculum.

EDFD 600, Philosophical Foundations of Education

Examines philosophies of education and their respective influences on U.S. school history, school reform, and school movements (curricular, pedagogical, social, psychological).

EDFD 610, Interdisciplinary Perspectives in Education

Introduces students to contemporary issues in education and teaching, including educational law.

EDFD 603, Multicultural and Ethical Perspectives on Education

Introduces students to the role that race, gender, economic status, sexual orientation, and culture play in modern K-12 education and the role (and responsibility) of schools to act as agents of social change. Fall 2007

EN435 & EN 437, Contemporary Literature and Minority Literature (respectively)

Required English courses for major and for endorsement/Colorado Teaching License in Secondary English. Course designed for both content and for teaching of content to secondary English students (English methods).

EDSC 663, Secondary Teaching Methods: Language Arts

Course required for secondary English teachers. Covers curriculum and methods of teaching secondary English (writing, reading, literature). (Fall/Winter 2007-2008)

2003-2005

Adjunct Professor

University of Colorado at Boulder, School of Education

ED 3013, *School and Society*

Foundations course designed to introduce prospective teachers to the history and philosophy of American education and to some of the socioeconomic, political, linguistic, multicultural and gender issues as they pertain to K-12 students and schooling.

ED 5115, *Modern Trends in Education and Teaching*

I designed the course to teach students in the Master of Arts in Education and Masters Plus (M.A. with licensure) contemporary issues facing American public education as well as current pedagogical and curricular models and theories of education. Graduate seminar course required for all Masters of Arts in Education students.

1999-2003

Graduate Part Time Instructor

University of Colorado at Boulder, School of Education

ED 3013, *School and Society*

1999-2001

Lecturer / Study Skills Specialist

Student Academic Services Center, University of Colorado at Boulder

Success in College, Study Skills and Academic Literacy

Lectured classes, individuals and groups on effective study skills, test-taking, note-taking, time management, and writing. Created student-led study groups for Business School and Science courses and monitored progress of students on academic probation. Advised students on courses and schedules. Worked with diverse students on issues of collegiate inclusion, academic and social success, and issues of academic literacy/study skills.

1995-1996 Instructor / Teaching Fellow
English Department, Southern Methodist University
English 1302, *First-year Seminar in Rhetoric*
Developed a syllabus and taught two sections of expository writing and college-level reading. Fellowship awarded on academic merit and promise of teaching excellence.

Research Experience

2008-present University of North Florida
My research currently includes issues of teaching critical literacy, the connection of language to power, cognition, and discourse communities, media and curriculum as cultural and linguistic hegemony, and how to expand the traditional canon of the secondary English classroom to include multiple and diverse literacies. Of particular interest/concern is how to engage pre-service teachers in counter-hegemonic scripts and reflective practice.

2006-2008 Regis University
Conducted, wrote, and presented research on:

- Academic literacy and school ‘cultural capital’
- Critical literacy & pedagogy
- Secondary English/literacy methods and issues (expanding the curriculum and “what counts” as English classroom content)
- Pedagogy & culturally-relevant curriculum for diverse high school students
- Issues of sexuality in secondary classroom curriculum and discourse
- Professional development schools

2007 Ignatian Faculty Scholars Program
The Program was designed to provide an opportunity for a Scholar to examine his/her place and calling as an educator, to articulate and apply Jesuit-driven principles and mission-driven pedagogical tools to curriculum, and to support mission-oriented scholarly work in a Scholar’s discipline area. Ten scholars were selected from a university-wide application process. Scholars received graduate credit, a stipend, and a course release during their time in the program.

2007 School of Teacher Education Professional Development School Program
I researched the basis for and then created a Professional Development School (PDS) for the teacher education program at Regis University working with Pinnacle Charter School, a large public K-12 school in the Denver metropolitan area. Regis Teacher Education students ‘intern’ in K-12 classes in their licensure area and attend licensure/M.Ed. classes at the school site taught by a combination of Regis and Pinnacle faculty. Pinnacle faculty get continuing education credits, volunteers in their classrooms, and reduced tuition for a graduate degree.

2006 CardioHeads Program, National Institutes of Health and the University of Colorado Science Education Partnership Award
Curriculum Writer and Editor
Wrote and revised curriculum and conducted literature review research for the CardioHeads cardiovascular health curriculum for middle school students. Adapted technical and health-related materials into culturally-relevant and age-appropriate lessons and activities.

- 2003-2004 Elementary Literacy Research Project
 University of Colorado at Boulder / St. Vrain Valley School District (CO)
 Co-creator of a unique after-school program for at risk youth in a diverse elementary school setting. Curriculum planner, assistant director, and researcher for Books as Mentors (BAM) program. Our goal was to research ways to encourage literacy and school participation through the use of stories—from books and from students’ own lives—while integrating ‘culturally-relevant,’ hands-on literacy activities such as art, drama, and journaling.
- 1998-2000 Research Assistant
 University of Colorado at Boulder, School of Education
 Included following responsibilities:
- Coordinated Masters Plus student placements in local schools
 - Acted as liaison between School of Education and cooperating schools
 - Wrote two successful grants
 - Integrated new technology into the School of Education
 - Conducted research on the connection between culturally-relevant music and literacy development, the relationship of book clubs to reading activities, and the literacy practices taking place between children and parents at an inner-city enrichment program.
- 2007-2008 Colorado Political Leaders Fellowship
 CPL recruits, trains, mentors and connects emerging political leaders in target states who are dedicated to reshaping politics in their region. A 9-month, part-time program for promising future elected officials, organizational leaders and advocates. Candidates chosen competitively from nominations.

Grant Writing Experience

- 1998 Technology Grant, Amoco Foundation (\$45,000)
 1999 Technology and Teacher Training Grant (\$35,000) from the Hill Foundation, Wells Fargo & Company, Denver.

Teaching Experience: Public K-12

- 2004- 2006 Language Arts Teacher
 Colorado Charter High School (Denver)
 At this alternative public charter school, I taught language arts to “at risk” 10th-12th grade students. I taught a wide array of language arts topics and skills, literary genres, study skills, and lessons in college preparation and “real world” applications of language and literacy. In this position, I employed many of the progressive and alternative pedagogies and curricula that have been backed by some of my own educational research. I also served as a “mentor” leader for 20% of the school’s population, meetings in which students were encouraged to explore their own lives, experiences, and abilities as well as to find alternatives to violence and substance abuse in a safe and encouraging environment.
- 2003-2004 Elementary Literacy Instructor and Director of After-School Literacy Program
 Co-creator and Director of Books as Mentors (BAM) program at an economically, culturally, and linguistically-diverse elementary school.

Created curriculum/pedagogy and coordinated activities of 10 teachers and 12 graduate students while working with more than 100 elementary students. Worked regularly during school hours with pull-out literacy program and tutored students (group and individual) during and after school.

Publications

- White, J. (in press). Reading “The Word and the World”: The Double-Edged Sword of Teaching Critical Literacy. *Voices from the Middle*.
- White, J. & Lowenthal, P. (under revision). Collegiate “codes of power”: Minorities, discourse, and identity as requisites for college inclusion and success. *Review or Higher Education*.
- White, J. & Lowenthal, P. (2009). The cyclical rhetoric of educational reform and the rationalization of a failed zeitgeist. *Journal of Educational Policy*.
- Lowenthal, P. R., White, J. W., & Cooley, K. (in press). Implementing electronic portfolios by beginning with student assessment and program evaluation. In J. Yamamoto (Ed.), *Technology leadership in teacher education: Integrated solutions and experiences*. Hershey, PA: IGI Global.
- Lowenthal, P., & White, J. (2008). Enterprise models. In P. Rogers, G. Berg, J. Boettcher, C. Howard, L. Justice, & K. Schenk (Eds.), *Encyclopedia of distance and online learning* (2nd ed.). Information Science Reference.
- Lowenthal, P. & White, J. (2008). [Review of the book *The Cognitive style of PowerPoint: Pitching out corrupts within*]. *Education Review: A Journal of Book Reviews*.
- White, J. (2007). Sociolinguistic challenges to minority collegiate success: Entering the discourse community of the college. In A. Seidman (Ed.), *Minority Student Retention: The Best of the Journal of College Student Retention: Research, Theory & Practice* (pp. 271-295). Amityville, NY: Baywood Publishing Company.
- White, J. (2005). Sociolinguistic challenges to minority collegiate success: Entering the discourse community of the college. *Journal of College Student Retention: Research, Theory & Practice*, 6 (4), 369-393.
- McGinley, W., Conley, K., & White, J. (2000). Pedagogy for the few: Book club discussion guides and the modern book industry as literacy teacher. *Journal of Adolescent and Adult Literacy*, 44(3), 204-214.
- White, J., Monnin, K., & Lowenthal, P. (in process). *Engagement and cultural-relevance through controversy: The fit between language arts and critical—though controversial—subject matter*.

Presentations (Juried)

- White, J. (2010, February). *Hybrid professional development school models: A paradox?* Paper to be presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.

- Lowenthal, P. R., & White, J. W. (2009, October). *The changing nature of online communities of inquiry: An analysis of how discourse and time shapes students' perceptions of presence*. Paper to be presented at the annual meeting of the Association for Educational Communications and Technology, Louisville, KY.
- White, J. & Woodrow, K. (2008). *The need for and potential of hybrid professional development schools: A case study of a PDS partnership between a non-traditional teacher education program and a K-12 urban charter school*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- White, J. & Aragon, S. (2008). *Unlocking the vault: Cultural capital and its relationship to collegiate preparation and success (working title)*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- White, J. & Lowenthal, P. (2008). *Thinking differently about student assessment and program evaluation in a school of education: A self-study and blueprint for change*. Paper presented at the annual meeting of the American Evaluation Association, Denver, CO.
- White, J. & Lowenthal, P. (2008). *Returning to an Ideal That Never Existed: Business management and the rhetoric of school reform*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- White, J. (2007). *Intersecting genres in the inner-city classroom: Engaging students in poetry by expanding "what counts" in the official English curriculum*. Paper presented at the annual meeting of the National Council of Teachers of English, New York, NY.
- White, J. & Ashcraft, C. (2007). *Tackling the "taboo": Using sexuality as a vehicle for academic achievement, culturally-relevant curriculum, and engagement in discourse in a diverse secondary classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- White, J. (2006, April). *Talking the talk and selling the soul: Language, identity, and minority cultural resistance to assimilation at the university*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- White, J. (2005, April). *The participation paradox: Minority students, cultural conflicts, and issues of representation in whole class discussions*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- White, J. (2005, April). *Cultural capital and collegiate success: Institutional understanding, individual contentment and student integration into the college culture*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- White, J. (2004, April). *The discourse of school reform: Shaping America's perception of the state of public education*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- White, J. (2003, April). *Sociolinguistic challenges to minority collegiate success: Entering the discourse community of the college*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- White, J. (2001, April). *Transitional skills, academic support and the efficacy of college-level academic intervention in preventing minority collegiate attrition*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

White, J. (2000, March). *Equity in college life and academics: Putting affirmative-action into practice*. Paper presented at the conference "Equity in education: Moving beyond the rhetoric," Ann Arbor, MI.

White, J. (2000, April). *The pedagogy of the black church: Language, discourse, and implications for culturally-relevant teaching*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Invited Book Reviews

Dual Voices: Classroom Teachers and Teacher Educators Respond to Essential Questions About Adolescent Literacy Instruction. Boston: Allyn & Bacon and Merrill Education (2008).

Professional Service

American Educational Research Association
Division J, Discussant (communication and discourse in educational environments), 2007
Division J, Section 1 Session Chair, 2006 (San Francisco)
Division C, G, J & I Proposal Reviewer, 2000, 2003-present
Division G Session Chair, 2006
Dissertation Mentor (University of Colorado student and University of Texas student)

Service: University of North Florida

University of North Florida

- Chair, University Service Award Committee, 2009
- Chair, Faculty Staff Campaign Committee, 2009

College of Education and Human Services, University of North Florida

- Accreditation Committee, National Council for Accreditation of Teacher Education (NCATE) Curriculum Committee, Foundations and Secondary Education, 2008-2010
- Graduate Curriculum Committee, 2008-2009
- England/Plymouth Internship (transformational learning opportunity) Committee 2008-

Foundations and Secondary Education

- Curriculum Committee

Service: Other Universities

Regis University

Academic Council, Regis University (University Academic Governing Board)
Co-Chair, Teacher Education Accreditation Committee (TEAC)
Creator and Lead, Regis-Pinnacle Professional Development School (K-12)

University of Colorado

Faculty Search Committee, Teacher Education (Summer 2007) & Counseling (Fall 2007)
Senator, representing the School of Education, University of Colorado Student Union, 2000-2001
Member, Graduate Student Union (School of Education)
Graduate Student Representative, Faculty Search Committee (Secondary English)

Community Service

Diana DeGette Congressional Campaign volunteer, 1998, 2000, 2002, 2004
Five Points Community Project (after school literacy program), Denver, CO 1999-2000
American Civil Liberties Union of Colorado, Educational Outreach, 2001-2003

AIDS Walk Colorado Volunteer, 1999, 2000, 2001, 2004
Habitat for Humanity, 2006-2007
Colorado Political Leaders Fellowship, 2007-2008

Membership & Professional Affiliations

American Educational Research Association (AERA)
Association for Supervision and Curriculum Development (ASCD)
National Council of Teachers of English (NCTE)
National Education Association (NEA)
American Anthropological Association (APA)
Sigma Tau Delta (National English Honor Society)
Association for the Study of Higher Education (ASHE)

Awards and Honors

2007-2008	Ignatian Scholar, Regis University
2002-2003	Finalist, Graduate Teaching Excellence Award, University of Colorado at Boulder
2002-2004	Education Scholarship, University of Colorado at Boulder
2002-2005	Teaching Fellowship, Southern Methodist University
1994-1996	Academic Scholarship in English, Southern Methodist University