

DOREA KLEKER, PH.D.

Department of Teaching, Learning and Sociocultural Studies
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EDUCATION

Ph.D., Language, Reading & Culture, Department of Teaching, Learning & Sociocultural Studies, College of Education, University of Arizona, Tucson: January 2013

Dissertation title: ***What happens after the trip? Using teacher inquiry groups to extend a cross-border experience in Mexico into U.S. school contexts***

Master of Science, Education

California State University, East Bay: 2003

Area of emphasis: Reading Instruction

Teacher Certification: Reading Specialist Credential

Bachelor of Arts, Liberal Studies

California State University, Fresno: 1996

Teacher Certification: California Multiple Subject Credential

PROFESSIONAL EXPERIENCE

2019 – Pres **Lecturer**

University of Arizona, Teaching, Learning and Sociocultural Studies

CREATE (Communities as Resources in Early Childhood Teacher Education)

- TLS 319 *Language Arts and Literacy Practices for the Young Child*
- TLS 317 *Social Studies & Multicultural Ed*
- TLS 312 *Early Language Acquisition and Literacy Development*

2018- Pres **Global Cultures Coordinator**

Borton Elementary School, Tucson, Arizona

- Co-directed a Global Cultures Afterschool Club. This research project explores how teachers can engage young students in global experiences to help build intercultural understanding.

2017-2019 **Literacy Specialist and Community Outreach Coordinator**

Gamboa Discovery School, Gamboa, Panamá

- Provided support and professional learning opportunities for teachers and students in grades PreK-5

- Connected local scientists with school settings and provided support and mentorship in their outreach with students, teachers, families and the broader community
 - Co-planned and developed larger community-wide outreach events
- 2011-2016 **Instructor**
 University of Arizona, Teaching, Learning and Sociocultural Studies
 CREATE (Communities as Resources in Early Childhood Teacher Education)

 - *TLS 481: Children's Literature in the Classroom: Birth to 8 Years*
 - *TTE 309: Language and Literacy Development Across Contexts for the Young Child*
- 2016 **Instructor**
 University of Alaska, Southeast

 - *EDRE 676: Reading Instruction and Assessment* (Practicum)
- 2014-2015 **Multicultural Curriculum Integration Coordinator**
 Tucson Unified School District, Tucson, AZ

 - Planned and facilitated weekly professional meetings with teachers and district-wide workshops to support understandings and writing of multicultural curriculum
 - Provided in-class coaching opportunities for teachers
 - Assisted in creating district multicultural book room
 - Established and facilitated partnerships between TUSD and the University of Arizona
- 2014 **K-2 Student Teaching Supervisor**
 University of Arizona, Teaching, Learning and Sociocultural Studies
 CREATE (Communities as Resources in Early Childhood Teacher Education)
- 2008 **Co-Instructor**
 University of Arizona, Teaching, Learning and Sociocultural Studies

 - *LRC 796a: Introductory Doctoral Seminar*
- 2007 **Instructor**
 University of Arizona, Teaching, Learning and Sociocultural Studies

 - *LRC 416: Structured English Immersion*
- 2007-2010 **Graduate Assistant, Social Justice Education Project**
 University of Arizona, with Dr. Julio Cammarota.
Worked with high school and university students to develop their research skills to design and carry out research projects that addressed inequities that students of color experience in public schools.
- 2006 –2010 **Program Coordinator and Facilitator, Sonoran Field Study for Educators**
 Center for Latin American Studies, University of Arizona

Designed and facilitated cross-cultural exchanges to Sonora, Mexico, for K-12 teachers.

2006-2007 Curriculum Specialist/Policy Researcher

West Regional Equity Network, The University of Arizona
WREN was one of ten regional Equity Assistance Centers (EAC) funded by the U.S. Department of Education serving the states Arizona, California and Nevada. Researched policies and policy outcomes for minoritized students. Offered technical assistance and professional development to K-12 school districts, charter schools and state education agencies working for educational equity for all students regardless of race, gender or national origin.

2006 – 2007 ESL Mentor

Cooperative Association of States for Scholarships (CASS) Project
University of Arizona, Department of Language, Reading and Culture
Designed and taught community-based English lessons for participating CASS teachers from Central America.

K-12 TEACHING

2017-2018 Literacy Specialist and Scientific Outreach Coordinator

Gamboa Discovery School, Gamboa, Panamá

- Provided support and professional learning opportunities for teachers and students in grades PreK-5
- Connected local scientists with the school and provided support and mentorship in their outreach with students, teachers, families and the broader community
- Co-planned and developed larger community-wide outreach events

2014-2015 Multicultural Curriculum Integration Coordinator

Tucson Unified School District, Tucson, AZ

- Planned and facilitated weekly professional meetings with teachers and district-wide workshops to support understandings and writing of multicultural curriculum
- Provided in-class coaching opportunities for teachers
- Assisted in creating district multicultural book room
- Established and facilitated partnerships between TUSD and the University of Arizona

2004 – 2005 Literacy Specialist, Cambridge Elementary School, Concord, California

- Created English Language Development curriculum and taught a Newcomer class for recent immigrants in grades 3-5.

- Supported on-site professional growth by providing teachers with demonstration lessons and coaching in the areas of literacy and English language development.

2002 – 2004 **Elementary Teacher**, Cambridge Elementary School, Concord, California

- 2nd-3rd grade teacher
- Collaborated with teachers to create curriculum that successfully supported English Language Learners.
- GLAD (Guided Language Acquisition Development) demonstration classroom for district-wide training in Science Education.

2000 – 2002 **Reading Specialist**, Franklin Elementary, Earhart Elementary, Edison Elementary, Alameda, California

- Developed curriculum and provided small-group intervention in reading and writing for students in grades K-5.
- Worked collaboratively with K-3 teachers to provide classroom support in early literacy strategies for students performing below grade level in reading and writing.
- Developed and created leveled guided reading libraries

1997 – 2000 **Elementary Teacher**, Cole Elementary, Clovis, California

- Co-taught 1st grade in a demonstration classroom, which provided district-wide training in Early Literacy instruction, Reading Recovery and authentic assessment practices.

RESEARCH

CREATE (Communities as Resources in Early Childhood Teacher Education), University of Arizona with Dr. Kathy Short

Conducted within a framework based on story and funds of knowledge and a focus on family/school partnerships, this ongoing research project seeks to examine the understandings, obstacles, and transformations that occurs when a conceptual understanding of story is integrated into teacher education courses and early childhood classrooms. 2010-2015.

Dissertation fieldwork conducted during the 2010-2011 school year in Sonora, Mexico and an urban elementary school in northern Arizona. This collaborative action research study attempted to document the experiences of a small group of K-12 teachers before, during and after their participation in a cross-border experience in Mexico, specifically seeking to make sense of how new understandings of Mexico influenced their perceptions of, and engagement with Mexican immigrant families. Qualitative research methods included informal and semi-structured interviews, focus group meetings, and participant observation through an ethnographic approach. Participants included K-12 teachers and Mexican immigrant families.

Accreditation Report for NAEYC (National Association for the Education of Young Children). Conducted a quality comparison study on national accrediting bodies for early education settings. 2007.

Perspectives on Educating Undocumented Students from within Southern Arizona's Public Schools, University of Arizona, with Nina Rabin, J.D. Dr. Mary Carol Combs, Dr. Norma González: 2007-2009. Gathered and analyzed surveys and interviews with over 150 school personnel in six public schools in Southern Arizona regarding perceptions of undocumented immigrant students.

Participant Observation of SEI Classrooms, Teachers and Students (*Tucson, AZ*)
Dr. Mary Carol Combs 2006-2007.

PRESENTATIONS

Kleker, D. and M.K. Phinney (2018). Art as a Way of Talking for Emergent Bilingual Youth: Democratic Multimodal Literacy Practices. *Literacy Research Association*, Indian Wells, CA.

Kleker, D. and M.V. Acevedo (2018). Family Story Interaction: Creating New Spaces for Family Stories. *National Council of Teachers of English*, Houston, TX.

Kleker, D. and L. Richardson (2018). Using The Wild Robot in Classrooms. *Tucson Festival of Books*, Tucson, AZ.

Kleker, D. and M.V. Acevedo (2017). Family story interaction: Using literature and artifacts to support teacher candidates' understandings of families' funds of knowledge outside of school contexts. *Literacy Research Association*, Tampa, FL.

Kleker, D. and L. Richardson (2016). Video analysis as a tool for reflection and feedback. *Conference on English Leadership*, Atlanta, GA.

Kleker, D. and M. Phinney (2015). Family Art Backpacks: Transforming family-school partnerships through art and story. *National Association for Multicultural Education*, New Orleans, LA.

Acevedo, M., Kleker, D. and K.G. Short (2015). Transforming early childhood teacher education through story. *Imagine Possibilities for Early Childhood Teacher Education*, University of Arizona, Tucson, AZ.

Acevedo, M., Kleker, D. and K.G. Short (2014). Story as meaning-making in early childhood education. *National Council of Teachers of English*, Washington, DC.

Kleker, D. (2014). Creating new interactional spaces with Mexican immigrant parents through cross-border narratives. *National Association for Multicultural Education*, Tucson, AZ

Acevedo, M., Kleker, D. and K. Short (2013). Developing understandings of story as curriculum. *Literacy Research Association*, Dallas, TX.

Kleker, D. (2013). What happens after the trip? Using teacher inquiry groups to extend a cross-border experience in Mexico into U.S. school contexts. *Comparative and International Education Society*. New Orleans, LA.

Acevedo, M., Kleker, D., and K. Short (2012). Family story backpacks, story, and funds of knowledge. *Literacy Research Association*, San Diego, CA.

Acevedo, M, Kleker, D. and K. Short (2012). Engaging young children in exploring culture through story and play. *Tucson Teachers Applying Whole Language (TAWL)*. Tucson, AZ.

Kleker, D. (2012). Cross-border narratives: Expanding teacher inquiry groups to include the voices of Mexican immigrant parents. *ANEX: The Arizona Anthropology and Education Exchange*. Tempe, AZ.

González, N., Kleker, D., and M.C. Combs (2009). Simplemente por ser ilegal se lo llevaron: Critical ethnography and the voices of undocumented students. *Migration Research Dialogue Series*. University of Arizona, Tucson.

Kleker, D. (May 2007). Sociocultural perspectives on Mexican immigrant students: Learning and literacy development in home and school settings. *International Qualitative Research Conference*, Guanajuato, Mexico.

Kleker, D. (November 2006). A cross-cultural experience in Ecuador and its influence on K-12 educators. *Tinker Graduate Research Symposium*, University of Arizona, Tucson, AZ.

Kleker, D. (2006, April). Preparing educators for cross-cultural experiences in Mexican schools. *Title VI & Fulbright Hays National Outreach Conference*: Madison, WI.

SERVICE TO THE PROFESSION

2018-pres Educator Action Council Member, *Community Share*

2016-pres Executive Board Member, *World of Words*

2015-pres Reviewer, *Multicultural Perspectives*

PUBLICATIONS

Kleker, D. (2018). A Boy Called Bat Book Review. *WOW Review*, 11(1).

Kleker, D. and Phinney, M. (2018). Family art backpacks: Building family-school connections through art and story. In B.R. Berriz, A.C. Wager & V. Poey, eds., *Art as a Way of Talking for Emergent Bilingual Youth: A Foundation for Literacy in K-12 Schools*. New York: Routledge.

Acevedo, M.V., Kleker, D., Pangle, L., & Short, K.G. (2017). Engaging young children with global literature. *Dragon Lode*, 35(2).

Short, K.G., Acevedo, M.V., Kleker, D., & Pangle, L. (2017). Building oral language through everyday encounters around story. In N. Kucirkova, C. Snow, V. Grover, & C. McBride, eds., *The Routledge International Handbook of Early Literacy Education*. New York: Routledge.

Acevedo, M.V., Kleker, D., Pangle, L., & Short, K.G. (2016). Thinking *with* teacher candidates: The transformative power of story in teacher education. In Iddings, A.C., ed., *Re-Designing Teacher Education for Culturally and Linguistically Diverse Children: A Critical-Ecological Approach*. New York: Routledge.

Acevedo, M.V., Kleker, D., Pangle, L., & Short, K.G. (2014). *Cultural community story boxes: Sharing literature with young children: Experiences to consider providing with the story boxes*. Retrieved December 30, 2016, from <http://www.createarizona.org/curricular-experiences/story-interactions/cultural-community-story-boxes/cultural-community-story-boxes-sharing-literature-with-young-children>

Acevedo, M.V., & Short, K.G. (2014). *Cultural community story boxes: Story and artifacts to facilitate the exploration of global cultural diversity*. Retrieved December 30, 2016, from <http://www.createarizona.org/curricular-experiences/story-interactions/cultural-community-story-boxes/cultural-community-story-boxes>

Acevedo, M.V., Kleker, D., & Short, K.G. (2012). *Decisions about family story backpacks*. Retrieved December 30, 2016 from <http://www.createarizona.org/curricular-experiences/story-interactions/family-story-backpacks-1/decisions-about-family-story-backpacks>