

Malayna Brett Bernstein
Malayna.Bernstein@mail.wvu.edu

West Virginia University
College of Human Resources and Education
Department of Curriculum & Instruction/Literacy Studies

Allen Hall, 355 Oakland Street
P.O. Box 6122
Morgantown, WV 26506-6122

EDUCATION

Ph.D., Learning Sciences, School of Education and Social Policy, Northwestern Univ., Evanston, IL, 2009

Dissertation: *At the Desk and on the Night Stand: Reading as a Mediating Artifact in Teachers' Professional and Personal Lives*

Committee: Carol D. Lee (chair), Miriam Sherin, James Spillane, Jelani Mandara

M.A., Learning Sciences, School of Education and Social Policy, Northwestern Univ., Evanston, IL, 2002

B.A., English, Wesleyan University, Middletown, CT, 1997

TEACHING POSITIONS

Assistant Professor, Qualitative Methods and English Education, West Virginia University 2011-Present

Visiting Assistant Professor, English Education, West Virginia University 2009-2010

Design and teach a range of doctoral, masters, and undergraduate courses on qualitative research methods, cognition, reading, and teaching; serve as co-director for the National Writing Project @WVU; advise doctoral students; supervise student teachers in English/language arts; assist with accreditation.

Clinical Faculty, University of Maryland 2007-2009

Taught a range of masters/certification and doctoral courses on cognition, diversity, reading, and educational research; participated on a variety of committees dedicated to the improvement of the Masters/ Certification program for secondary teachers.

Instructor & Teaching Assistant, Northwestern University 2003-2007

Taught and assisted in a range of undergraduate, masters/certification and doctoral courses, including courses on reading, cognition, and community-based learning.

Writing Teacher, Center for Talent Development, Northwestern University 2002, 2006

Developed and taught an intensive summer course in Honors Nonfiction Writing; guided middle grade students through a variety of expository and literary nonfiction genres.

English Teacher, Marymount International School in Rome, Rome, Italy 2002-2003

Taught international high school students with varying levels of English language proficiency; prepared students for the International Baccalaureate (IB) English exam.

English and Drama Teacher, Marshall Fundamental Secondary School, Pasadena, CA 1997-1999

Taught middle and high school students in English and Drama; ran extracurricular Drama Program; selected as California Writing Project fellow; selected as University of California Puente Teacher.

PEER-REVIEWED MANUSCRIPTS

- Coker-Cranney, A., Watson, J., **Bernstein, M.** & Voelker, D. (under review) How Far is Too Far? Understanding Identity and Overconformity in Collegiate Wrestlers
- Murphy, A., Luna, M. & **Bernstein, M.** (under review) Science as Experience, Exploration, and Experiments: Elementary Teachers' Notions of "Doing Science."
- Soomro, K., Kale, U., Curtis, R., Akcaoglu, M., & **Bernstein, M.** (under review) Development of an Instrument to Measure Faculty's Information and Communication Technology Access (FICTA).
- Selmer, S., **Bernstein, M.** & Bolyard, J. (in press) Multilayered knowledge: Understanding the structure and enactment of teacher educators' specialized knowledge base. *Journal of Teacher Development* 20(4).
- Levine, S., & **Bernstein, M.** (2016). Opening George Hillocks's Territory of Literature. *English Education*, 48(2).
- Schmid, O. N., **Bernstein, M.**, Shannon, V.R., Rishell, C. & Griffith, C. (2015) "It's not just your dad and it's not just your coach..." The dual-role relationship in female tennis players. *The Sport Psychologist* 29(3).
- Bernstein, M.** (2014). Three Planes of Practice: Examining Intersections of Reading Identity and Pedagogy. *English teaching: Practice and critique*, 13(3).

EXTERNAL GRANT FUNDING

Funded:

- Principal Investigator (2014-2016) "Teacher Leadership Development" National Writing Project (Total Awarded: \$20,000)
- Co-Investigator (2013-2014) "Professional Development in a High-Need School Grant," National Writing Project (Total Awarded: \$20,000).
- Principal Investigator (2011-2012) "Walk the Talk," Education Alliance (Total Awarded: \$7,000).

Not Funded:

- Co-Investigator (2014) "Benedum Collaborative Impact on Student Learning and Achievement" Claude Worthington Benedum Foundation (Total Requested: \$129,181)
- Co-Investigator (2014) "Writing Towards the NxGen Standards: Supporting Writing Instruction across the Curriculum," West Virginia Higher Education Policy Commission "Improving Teacher Quality" Program (Total Requested: \$74,546.62)
- Co-Investigator (2013) "Reaching and Writing the Common Core," West Virginia Higher Education Policy Commission "Improving Teacher Quality" Program (Total Requested: \$72,937.78)
- Co-Investigator (2013) INDP: Collaborative Research: Multi-modal Learning in Technology-Infused Science Curricula, National Science Foundation. (Total Requested: \$443,865)

SELECTED CONFERENCE PRESENTATIONS

- Bernstein, M.** (2015). “Slugging through it with them”: Examining disconnects between pedagogical and personal approaches to reading. Presented at the Literacy Research Association Annual Conference, Carlsbad, CA, December 2-5. (*presented via Skype*)
- Wooding, C., Zizzi, S. **Bernstein, M.** (2015). Stoking the Flames of Wellness: An Exploration of Factors that Influence West Virginia Firefighters’ Health Behaviors. Presented at the Association of Applied Sport Psychology, October 14-15, Indianapolis, Indiana. (*in absentia*)
- Schmid, O. N., **Bernstein, M.** (2015). The controversy of parents coaching their own children: Pathways and outcomes of dual-role relationships in tennis. Presented at the Association of Applied Sport Psychology, October 14-15, Indianapolis, Indiana. (*in absentia*)
- Tuel, A., **Bernstein, M.** (2015). A Photographic Experience in Community College. Presented at American Educational Research Association (AERA) Annual Meeting, Chicago, IL, April 16-20.
- Murphy, A.N.; **Bernstein, M.**; Luna, M.J. (2015). Classrooms, Hospital Beds, & Backyards: Exploring the Landscapes of Elementary Teachers’ Science Lives. Presented at American Educational Research Association (AERA) Annual Meeting, Chicago, IL, April 16-20.
- Murphy, A.N.; **Bernstein, M.**; Luna, M.J. (2015). Science as Experience, Exploration, and Experiments: Elementary Teachers’ Notions of “Doing Science.” Presented at the Annual International Conference of the National Association of Research in Science Teaching (NARST), Chicago, IL, April 11-14. (*in absentia*)
- Bernstein, M.**, Guise, M. & Gomez, K. (2015). Harnessing the Power and Dissecting the Foundations of Collaborative Research. Presented at National Council of Teachers of English Assembly for Research (NCTEAR) Annual Midwinter Meeting, New Orleans, LA, February 6-8.
- Bernstein, M.** (2014). Teachers’ Personal Reading Orientations: Establishing a Foundation for Culturally-Responsive Teacher Education in English/Language Arts. Presented at American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA, April 3-7.
- Bernstein, M.**; Bolyard, J. & Selmer, S. (2013). Multilayered PCK: Working Towards a Model of Teacher Educator Knowledge. Presented at American Educational Research Association (AERA) Annual Meeting, San Francisco, CA, April 27-May 1.
- Slider Weekley, B.; **Bernstein, M.**; Georgieva, Z.; Curtis, R.; Kusimo, P.S. (2013) Narratives of Resilience: Documenting Stories of Appalachian Adolescents. Presented at American Educational Research Association (AERA) Annual Meeting, San Francisco, CA, April 27-May 1.
- Bernstein, M.**; Slider Weekley, B.; Georgieva, Z.; Curtis, R.; Slocum, A. J.; Kusimo, P.S. (2013) Stories of Appalachian Adolescents: Narratives of Resilience. Presented at the Association of Appalachian Studies Annual Conference, Boone, NC, March 21-23.
- Bernstein, M.**; Thompson, A. R. (2013). Cultural underpinnings of complex learning across time: Argumentation and participation. Presented at the National Council of the Teachers of English Assembly for Research Midwinter Conference, Columbus, OH, February 15-17.
- Bernstein, M.**, Bolyard, J. & Selmer, S. (2012). Articulating a Model of Teacher Educators’ Knowledge.

Presented at American Educational Research Association (AERA) Annual Meeting, Vancouver, BC, April 13-17.

Whitehouse, P, Kale, U., Selmer, S., Bolyard, J. & **Bernstein, M.** (2012). Virtual Technology Enhanced Attainable Mathematics (V-TEAM): An Integrated Mathematics Lesson Study Project. Presented at American Educational Research Association (AERA) Annual Meeting, Vancouver, BC, April 13-17.

Bernstein, M. (2011). The Pedagogical Influences of Teachers: Literate Lives through the Lens of Cultural Modeling. Presented at the National Council of Teachers of English (NCTE) Annual Convention, Chicago, IL, November 17-22, 2011.

Lee, C. D., **Bernstein, M.**, Thompson, A. R. (2011). Individual Uptake of Collective Supports in Cultural Modeling Literature Classrooms. Presented at the Literacy Research Association, Jacksonville, FL, Nov. 30 – Dec. 3, 2011. (*in absentia*)

Bernstein, M. (2011). Interrupting Initiation-Response-Evaluation (IRE): How Creating a "Critical Vacuum" Increases Student Participation in Classroom Discourse. Presented at the American Educational Research Association (AERA) Annual Meeting, New Orleans, LA, April 8-12, 2011.

Saab, J. F.; Hopkins, D.; Bolyard, J., Martucci, A. & **Bernstein, M.** (2011) Creating a New Way of Preparing 21st Century Teachers. To be presented at the Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), San Diego, CA, February 24-26, 2011.

Bernstein, M. (2010) Harnessing the Power of Qualitative Work: Coordinating Analysis Across Sites. Presented at the National Reading Conference Annual Meeting, 2010, Fort Worth, TX, December 1-4.

Bernstein, M. (2010) The Secret Literary Lives of Teachers. Presented at the American Educational Research Association (AERA) Annual Meeting, 2010, Denver, CO, April 30-May 4.

Bernstein, M. (2010) Reading the Reading Life Story: Understanding Teachers' Literary Lives. Presented at the National Council for Teachers of English Assembly for Research (NCTEAR) Midwinter Conference, Pittsburgh, PA, February 19-21.

Bernstein, M. (2007) Cultural Modeling as a Frame for Understanding Teachers' Content Knowledge. Presented at the American Educational Research Association Annual Meeting, 2007, Chicago, IL, April 9 – 13.

Bernstein, M. (2005) Cultural Modeling as an Ecological Framework for Understanding the Social and Cultural Contexts of Literacy Learning and Teaching. Presented at the Annual Meeting of the National Reading Conference, Miami, FL, November 30 – December 3.

Bernstein, M. (2005) At the Desk and on the Nightstand: Examining Reading as a Mediating Artifact in Teachers' Professional and Personal Lives. Presented at National Council for Teachers of English Annual Conference, "Research Strand," Pittsburg, PA, November 17 – 20.

Bernstein, M. & Richman, E. (2005) *Reading Teachers: Uncovering English Teachers' Personal Orientations to Reading.* Presented at the Midwestern Conference on Culture, Language, and Cognition, Evanston, IL, May 13 & 14.

Spratley, A., **Bernstein, M.**, Lee, C. D. (2004) "Finding the Symbol" in Teachers' Knowledge: Comparative Case Studies of Teachers' Literary Understanding. Presented at the American Educational Research

Association Annual Meeting, 2004, San Diego, CA, April 12-14.

Bernstein, M. Lee, C. D. (2003) Understanding Unreliable Narrator: Using Technology as a Support. Presented at the National Council of Teachers of English Annual Research Conference 2003, San Francisco, CA, November 20 – 23.

Bernstein, M. (2002) Pedagogical Content Knowledge for Reading in the Biological Sciences. Presented at International Conference for the Learning Sciences, Seattle, WA, October 22-26. (*in absentia*)

Lee, C.D., Rivers, A., **Bernstein, M.** (2001) Understanding Culture as a Resource in Complex Learning Across Time. Presented at American Educational Research Association Annual Meeting 2001, Seattle, WA, April 10-14.

SELECTED FELLOWSHIPS and AWARDS

Nominee, College of Education & Human Services Outstanding Teacher Award, WVU, 2013, 2014, 2016
Selected Participant, Early Career Workshop, National Council for Teachers of English Assembly for Research (NCTEAR), Elmhurst College, Elmhurst, IL, 2014
Teaching Assistant Fellow, Searle Center for Teaching Excellence, Northwestern University, 2005
Spencer Research Training Grant Fellow, Northwestern University, 2002-2004
University Fellow, Northwestern University, 2000-2001, 2004
Witty Literacy Fellow, Northwestern University, 2001-2002
Connelly Prize winner for Nonfiction Writing, 2nd place, Wesleyan University, 1996

ADMINISTRATIVE POSITIONS

Co-Director, National Writing Project @ West Virginia University, WVU 2012-present
Design and facilitate writing-focused professional development with teachers from across the region; collaboratively plan with superintendents' offices in regional school districts; oversee Advisory Board; organize speakers and other events celebrating writers and student writers in the region.

Interim Program Coordinator, Accelerated Bachelor of Arts in Elementary Education, WVU 2010
Responsible for recruiting inaugural cohort of students; organized recruitment receptions, contributed to local media coverage of the new program; met one-on-one and in groups with prospective students and their families.

Director of Undergraduate Teacher Education, Northwestern University 2006-2007
Oversaw curriculum, placement, assessment, and advising of approximately fifty undergraduate Secondary Teaching majors and content majors seeking certification in the School of Education and Social Policy; developed Digital Portfolio to determine readiness for certification.

Assistant Grant Administrator, Northwestern University 2004-2006
Compiled research, organized international participants, managed site visit, and administered budget for \$200,000 Catalyst grant from the National Science Foundation to support the proposal of the *Center for the Study of Human Learning and Diversity* (CHiLD).

Assistant Grant Writer and Administrator, University of Chicago Hospitals 1999-2000
Helped prepare renewal of \$13.4 million grant to National Institutes of Health for the University of Chicago Clinical Research Center; organized site visit from NIH.

RELATED PROFESSIONAL EXPERIENCE

Professional Development Curriculum Developer and Facilitator, 2003-present

Designed and facilitated professional development programs for in-service and pre-service teachers related to academic writing, writing across the curriculum, and understanding students' cultural resources.

Peer Reviewer, 2003-present

Serve as reviewer for the Journal of Learning Sciences (JLS), Research in the Teaching of English (RTE), and English Education; conference proposal reviewer for American Educational Research Association (AERA) and Literacy Research Association (LRA); and academic textbook reviewer for SAGE Publications.

Institutional Review Board Member, West Virginia University, 2013-2014

Educational Consultant, Gerrymander Company, Chicago, IL, 2006, 2010

Consulted and designed educational content for the "Election Day Advent Calendar," an interactive countdown to the election, designed to evoke ritual and celebration around civic activities like voting. Downloaded by hundreds of teachers for use in the classroom.

Writing Workshop Facilitator, Northwestern University, 2003-2007; University of Maryland, 2007-2009

Facilitated teaching and writing workshops for teaching assistants and graduate students from across the university.

Small Group Analysis Facilitator, Searle Center for Teaching Excellence, Northwestern Univ., 2005-2007

Led midterm evaluation sessions for Northwestern faculty, created evaluation reports, and met with faculty to discuss strategies for improving instruction.