

Teresa Sosa
Curriculum Vitae

Assistant Professor Urban Teacher Education Indiana University, IUPUI Tmsosa2@gmail.com	School of Education, ES 3101 902 W. New York Street Indianapolis, IN 46202 708-280-0031
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EDUCATION

2008	Ph.D.	University of Illinois at Chicago
2000	M.Ed.	University of Illinois at Chicago
1993	B.A.	Columbia College

PROFESSIONAL EXPERIENCE

2014-Present	Assistant Professor	Indiana University-IUPUI
2012-2014	Visiting Research Assistant Professor	University of Illinois at Chicago
2010-2012	Visiting Senior Research Specialist	University of Illinois at Chicago
2008-2010	Assistant Professor	Loyola University, Chicago

HONORS AND AWARDS

2019-2022	Grant Improvement through Faculty Training (GIFT) program. The Office of the Vice Chancellor for Research at Indiana University.
2019-2020	Service Learning Assistant (SLA), Center for Service and Learning, Division of Undergraduate Education, Indiana University
2019	Alvin S. Bynum Award for Excellence in Academic Mentoring, Office of Academic Affairs, Indiana University
2018	Release Time for Research, Office of the Vice Chancellor for Research, Indiana University
2017-2018	Research funding, University Graduate School, Indiana University
2017	Summer Research Support, Indiana University
2016-2017	Developing Diverse Researchers with InVestigative Expertise (DRIVE) Grant, Office of the Vice Chancellor for Research, Indiana University
2016-2017	Research funding, University Graduate School, Indiana University
2015	Summer Research Support, Indiana University

PUBLICATIONS

REFEREED ARTICLES

- Sosa, T.** (in press) "That sure is racist": Classroom race talk as resistance. *Education and Urban Society*.
- Sosa, T.** (2019). Rey's social world understandings and connections to a short story. *Pedagogies: An International Journal*, 14(3), 229-240.
- Sosa, T., & Bhatena, C.** (2019). How students use their cultural and linguistic knowledge to transform literacy goals. *High School Journal*, 102(3), 210-227.

- Sosa, T., & Latta, M.** (2019). “What are We Trying to Accomplish?”: Student Resistance as Racial Wisdom, *Equity & Excellence in Education*, DOI: 10.1080/10665684.2019.1635053.
- Sosa, T., & Hall, A. H.** (2018). Personal experience and emotion in making sense of literary texts. In Kay, J. and Luckin, R. (Eds.). (2018). *Rethinking Learning in the Digital Age: Making the Learning Sciences Count*, 13th International Conference of the Learning Sciences (ICLS) 2018 (pp. 1485-1486). London, UK: International Society of the Learning Sciences.
- Sosa, T.** (2017). Recently I was in a fatal incident: Personal narratives and social identities. *Linguistics and Education*, 42, 34-42.
- Sosa, T., & Bhathena, C. D.** (2017). Classroom Discussions as Distortions: Examining Discriminatory Teacher Practices. *Journal of Cases in Educational Leadership*, 20(1), 22-33.
- Wiley, C, **Sosa, T., & Scheurich, J.** (2017) Engaged Leadership for Urban Education: Explorations of Equity and Difference in Urban Communities. *Journal of Cases in Educational Leadership*, 20(1), 3-5.
- Sosa, T., Hall, A. H., Goldman, S. R., & Lee, C. D.** (2016). Developing symbolic interpretation through literary argumentation. *Journal of the Learning Sciences*, 25(1), 93-132.
- Sosa, T. & Sullivan, M.P.** (2013). The creation and support of dialogic discourse in a language arts classroom. *Journal of Research in Education*, 23(1), 2-19.
- Sosa, T., & Gomez, K.** (2012). Connecting teacher efficacy beliefs in promoting resilience to support of Latino students. *Urban Education*, 47(5), 876-909.
- Sosa, T., & Gomez, K.** (2012). Positioning urban teachers as effective: Their discourse on students. *Education and Urban Society*, 44(5), 590-608.
- Sosa, T.** (2012). Showing up, remaining engaged, and partaking as students: Resilience among students of Mexican descent. *Journal of Latinos and Education*, 11(1), 22-46.
- Sosa, T.** (2011). Students’ views on what identifies teachers as effective. *Journal of Research in Education*, 21(2), 118-132.

NON-REFEREED

BOOK CHAPTERS

- Scheurich, J. J., Williams, N., Phelps-Moultrie, J., Cannon, M. A., **Sosa, T., & Shaver, E.** J. (2016). Racism in schools. In Lomotey, K. (Ed.). *People of color in the United States: Contemporary issues in education, work, communities, health and immigration. Volume I*. Westport, CT: Greenwood.

TECHNICAL REPORTS

- Chambers, J., **Sosa, T., Hall, A. & Project READI Literature Team.** (2016). Literary reading—Gender and power: A year-long thematic focus. High School, 11th Grade. [Project READI Technical Report CM #9.](#)
- Chambers, J., **Sosa, T., Hall, A., & Project READI Literature Team.** (2016). Literary Reading—Symbolism/Coming of Age. High School, 11th Grade, Spring 2013. [Project READI Technical Report CM #4.](#)
- Gustavson, J., **Sosa, T., Hall, A. & Project READI Literature Team.** (2016). Literary Reading—Symbolism/Coming of Age. High School, 11th Grade, Fall 2011. [Project READI Technical Report CM #1.](#)

- Gustavson, J., **Sosa**, T., Hall, A. & Project READI Literature Team. (2016). Literary Reading—Unreliable Narrator. High School, 9th Grade, Spring 2012. [Project READI Technical Report CM #5](#).
- Hall, A., **Sosa**, T., Levine, S., Lee, C.D., & Goldman, S.R. (2016). Iterative design and implementation of literature modules in high school classrooms. [Project READI Technical Report #13](#).
- Milligan, C., **Sosa**, T., Hall, A. & Project READI Literature Team. (2016). Literary Reading—Introduction to Argument. High School, 9th Grade, Spring 2013. [Project READI Technical Report CM #7](#).
- Milligan, C., **Sosa**, T., Hall, A. & Project READI Literature Team. (2016). Literary Reading—Symbolism/Coming of Age. High School, 9th Grade, Spring 2013. [Project READI Technical Report CM #3](#).
- Sosa**, T., Hall, A. H., Goldman, S. R., & Lee, C. D. (2016). Developing symbolic interpretation through literary argumentation. [Project READI Technical Report #15](#).

CONFERENCE PRESENTATIONS

- Sosa**, T., & Collins, B. (2019, October). The Role of Emotion in Critical Conversations in an Urban English Classroom. Curriculum & Pedagogy Conference, McAllen, Texas.
- Sosa**, T., & Cosby, G. (2019, May). High School Students of Color Discussions on Race as Resistance. Critical Race Studies in Education Association, Los Angeles, California.
- Sosa**, T., & Cosby, G. (2019, May). Resistance Takes Many Forms: High School Students of Color Discuss Race. The 15th International Congress of Qualitative Inquiry, Champaign, Illinois.
- Sosa**, T. & Hall, A. (2018, October). Valuing Different Aspects of Student Discourse in a Classroom Discussion. International Conference on Literacy, Culture, and Language Education (ICLCLE); Bloomington, IN.
- Sosa**, T. & Hall, A. (2018, June). Personal Experience and Emotion in Making Sense of Literary Texts. International Conference on the Learning Sciences (ICLS); London, United Kingdom.
- Sosa**, T. & Hall, A. (2018, April). Modeling Collaborative Disciplinary Practices: Making Sense of Short Poems. American Educational Research Association (AERA); New York, New York.
- Sosa**, T. & Latta, M. (2018, April). “What are we trying to accomplish?”: Student resistance as epistemic wisdom. American Educational Research Association (AERA); New York, New York.
- Sosa**, T. & Davis, S. (2017, October). Student agency in creating humanizing pedagogy in dehumanizing spaces. Curriculum & Pedagogy Conference (C&P); New Orleans, Louisiana.
- Sosa**, T. (2017, April). Centralizing Student Epistemic Privilege to Provide Equitable Opportunities for Learning. American Educational Research Association (AERA); San Antonio, Texas.

Sosa, T. (2017, February). Centralizing Student Epistemic Privilege in an English Language Arts Classroom. National Council of Teachers of English Assembly for Research (NCTEAR); San Francisco, California.

Sosa, T. (2016, December). Centralizing Students' Epistemic Privilege to Deepen Learning in ELA Classrooms. American Reading Forum (ARF); Sanibel Island, Florida.

Sosa, T. (2016, July). Has Lee come of age: Students' lived experiences as the substance of learning. International Society for the Empirical Study of Literature (IGEL); Chicago, Illinois.

Sosa, T., Hall, A., & Fortune, A. (2016, February). Three Cases of Research and Practice for Sustainable Change (Symposium). National Council of Teachers of English Assembly for Research (NCTEAR); Ann Arbor, Michigan.

Sosa, T. (2016, February). Pedagogical and Organizational Practices Aimed at Developing High School English Language Learners' Academic Engagement and Achievement. National Council of Teachers of English Assembly for Research (NCTEAR); Ann Arbor, Michigan.

Sosa, T. (2015, July). Wes as delinquent or outspoken critic? The construction of contradictory identities. International Conference on Languages and Linguistics; Athens, Greece.

Sosa, T., Burkett, C., & Goldman, S. (2015, April). Classroom Discussions and Individual Student Participation in Literary Reasoning. American Educational Research Association (AERA); Chicago, Illinois.

Hall, A., & **Sosa, T.** (2015, April). Cross-case comparisons of teachers learning to use everyday knowledge to support literary reasoning. American Educational Research Association (AERA); Chicago, Illinois.

Burkett, C., Hall, A., & **Sosa, T.** (2015, April). Learning to interpret: Constructing written arguments about unreliable narrators. American Educational Research Association (AERA); Chicago, Illinois.

Goldman, S. R., **Sosa, T., & Levine, S.** (2014, July). Engaging adolescents in interpretive discussions of literary texts. International Society for the Empirical Study of Literature and Media (IGEL); Turin, Italy.

Sosa, T. Goldman, S. R. (2014, April). Supporting students' literary reasoning: Evidence from classroom discussions. American Education Research Association (AERA); Philadelphia, PA.

Burkett, C., **Sosa, T., Hall, H. A., & Goldman, S. R.** (2014, April) Engaging students in literary reasoning and argumentation. American Education Research Association (AERA); Philadelphia, PA.

Sosa, T., Hall, H. A., & Levine, S. (2013, December). Interpretive models: Bridging formal and informal ways of knowing. Literacy Research Association (LRA); Dallas, Texas.

Sosa, T. & Goldman, S. R. (2012, November). Fostering Symbolic Interpretation and Thematic Understanding with Multiple Media Texts. Literacy Research Association (LRA); San Diego, California.

Sosa, T., Hall, A. H., Goldman, S. R., & Lee, C. D. (2012, November). Developing symbolic interpretation through literary argumentation. Mid-Western Educational Research Association (MWERA); Evanston, Illinois.

Sosa, T., Sullivan, M.P., & George, M.A. (2012, April). Classroom tasks using multiple texts: Affordances and missed opportunities. American Education Research Association (AERA); Vancouver, Canada.

Sosa, T. & Bricker, L. A. (2011, May) Attending to Youth Voice in Educational Research: A Review of the Literature across Two Decades. International Congress of Qualitative Inquiry (ICQI); Champaign, Illinois.

Sullivan, M. P., & Sosa, T. (2011, May). Analyzing the Ways in Which Dialogic Discourse is Created and Supported in a Language Arts Classroom. International Congress of Qualitative Inquiry (ICQI); Champaign, Illinois.

Sosa, T. (2010, April). Students' views on what identifies teachers as effective. American Education Research Association (AERA); Denver, Colorado.

Sosa, T. (2010, February). Sources of stress and resilience of senior high school students. Ethnography in Education Research Forum; Philadelphia, Pennsylvania.

Sosa, T. (2009, October). Positioning urban teachers as effective: Their discourse on students. American Association for Teaching and Curriculum (AATC); Arlington, Virginia.

Sosa, T. (2009, June). High school seniors and resiliency. Loyola University Chicago Research Forum; Chicago, Illinois.

INVITED PRESENTATIONS AND DISCUSSIONS

2018 Invited speaker, Apoyando y Aprendiendo. Down Syndrome Indiana; Indianapolis, Indiana.

2018 Invited Colloquium presenter (with Brian Collins), Centering Student Linguistic and Cultural Practices in an English Language Arts Classroom. The Center for Urban and Multicultural Education (CUME), Indiana University, Indianapolis, Indiana.

2016 Invited speaker, Radio Next: Dr. Carol Lee at Kheprw Institute. Radio Next/ Indianapolis Recorder, Indianapolis, Indiana.

TEACHING EXPERIENCE

Indiana University-Indianapolis

E341 Reading methods II <i>Undergraduate</i>	(Fall 2014, Spring/ Fall 2015, Fall, 2016, Spring 2017, Fall 2018, Spring 2019, Fall 2019)
T550 Cultural/ Community Forces & Schools <i>Graduate</i>	(Summer,2018 Summer 2019)
E345 Language Arts <i>Undergraduate</i>	(Fall 2016)
M425 Student teaching supervision <i>Undergraduate</i>	(Spring/ Fall 2015)
J655 Multicultural/ Global Education <i>Doctoral</i>	(Summer 2015, 2016)
Loyola University-Chicago	
CIEP 350 Adolescent Literature <i>Undergraduate</i>	(Fall 2008, Spring 2009)
CIEP 521 Curriculum Theory and Research <i>Doctoral</i>	(Fall 2008, Fall 2009)
CIEP 440 Curriculum and Instruction <i>Graduate/ Undergraduate combined</i>	(Fall 2009; Spring 2010)
CIEP 541 Theoretical Perspectives around issues of Social Justice <i>Doctoral seminar</i>	(Summer, 2009)
CIEP 414 Classroom Environment <i>Graduate/ Undergraduate combined</i>	(Fall 2009)

SERVICE TO PROFESSION

INTERNATIONAL/ NATIONAL	
2016-Present	<i>International Journal of Qualitative Studies in Education (QSE)</i> Associate Editor
2017-2018	1st International Conference on Literacy, Culture, and Language Education (ICLCLE) Steering Committee Member

2015-2016	<i>Journal of Urban Learning, Teaching, and Research (JULTR)</i> Editorial Board member
2015--Present	Conference Proposal Reviewer, American Educational Research Association (AERA) Division G

SCHOOL OF EDUCATION

2019-2022	Member, Policy Council
2018-2021	Coordinator, Literacy graduate program
2018-2021	Member, Grievance Committee
2018, 2016, 2015	Selection Committee Member, Urban Education Studies Graduate Program
2017-2020	Member, Committee on Teacher Education
2017-2018	Member, School of Education Dean's Search
2016-2018	Faculty Alternate, Policy Council
2015-2017	Member, Research and Development Committee
2015-2016	Member, Clinical Counseling Search Committee

DEPARTMENT

2019-Present	Member, Ad Hoc committee on Pre-admissions Assessment for Elementary Education Program
2018-Present	Ad hoc committee co-chair, Elementary Education Field Redesign
2017-2018	Co-Chair, Clinical Literacy Search Committee
2016-2017	Chair, Clinical Literacy Search Committee
2014-2015	Member, Elementary Education Faculty Search Committee

LOCAL

2018-2019	Member, Planning Team of the Diversity Council -MSD of Pike Township
2017-2020	Member, Advisory Board, M.A.L.T.S Purdue
2017-2019	Member, Planning Committee for the Latinx Coalition/ Conference

PEER REVIEWER

2016-2019	International Journal of Qualitative Studies in Education
2017-2018	Review of Higher Education
2017-2018	Urban Education
2016-2017	Equity and Excellence in Education
2015-2016	Multicultural Perspectives
2015-2016	Journal of Urban Learning, Teaching, and Research

PROFESSIONAL MEMBERSHIPS/ AFFILIATIONS

2008- Present	American Educational Research Association
2015-Present	American Reading Forum
2019-Present	Critical Race Studies in Education Association

2016-Present	The Curriculum and Pedagogy Group
2012-Present	International Society of the Learning Sciences
2012-Present	National Council for Teachers of English Assembly for Research