

Casey Medlock Paul

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EDUCATION

Ph.D., Literacy and English Language Arts
North Carolina State University, Raleigh, NC
2018

Advisor: Dr. Hiller A. Spires

Dissertation: Critical Literacy Pedagogy: Determining Teaching Practices Using Mixed Methods

M.A., Second Language Acquisition & Teaching and Spanish Linguistics
The University of Alabama, Tuscaloosa, AL
2012

B.A., English and Spanish
Samford University, Birmingham, AL
2010

TEACHING AND WORK

EXPERIENCE

Training Instructor and Learning Specialist

National Security Agency, Ft. Meade, MD
February 2020 - present

Adult and Online Learning Specialist

Justice Research and Statistics Association, Washington DC
February 2019 - February 2020

Instructional Design Specialist

Meredith College, Raleigh, NC
2018 – May 2019

Lecturer, ECI 541, Reading in the Content Areas (online)

North Carolina State University, Raleigh, NC
Spring 2019

Research Assistant (20 hours per week)

North Carolina State University, Raleigh, NC
August 2015 – May 2018

Lecturer, ECI 546, New Literacies and Media (online)

North Carolina State University, Raleigh, NC
Fall 2018

Lecturer, ECI 541, Reading in the Content Areas (online)
North Carolina State University, Raleigh, NC
Fall 2018

Co-Teacher, ECI 546, New Literacies and Media (online)
North Carolina State University, Raleigh, NC
Fall 2017

ELL Reading Tutor, Centro Para Familias Hispanas
Raleigh, NC
Fall 2017

Instructor of Record, ECI 451, Reading Across the Disciplines: Print and Digital Texts (online)
North Carolina State University, Raleigh, NC
Fall 2016

Teaching Assistant, ECI 546, New Literacies and Media (online)
North Carolina State University, Raleigh, NC
Fall 2015 and 2016

Teaching Assistant, ECI 620, Special Topics: Education Issues in the US and China
North Carolina State University, Raleigh, NC
Fall 2015

Full-time Spanish teacher, Spanish I, III, and IV; Grades 9-12
Helena High School, Helena, AL
2014 - 2015

Full-time Spanish teacher, Spanish II, III, IV, and AP; Grades 9-12
Northridge High School, Tuscaloosa, AL
2012 - 2014

Intern, Spanish I, II, III and IV; Grades 9-12
Paul W. Bryant High School, Tuscaloosa, AL
Spring 2012

Practicum Student, Spanish I and III; Grades 9-12
Northridge High School, Tuscaloosa, AL
Fall 2011

Practicum Student, Spanish I and II; Grades 9-12
Holt High School, Tuscaloosa, AL
2010

ELL Tutor, 1st and 3rd Grade
Hall-Kent Elementary School, Birmingham, AL
Fall 2008

PUBLICATIONS

REFEREED JOURNAL ARTICLES

- Paul, C.M.** (2021). Competing paradigms: Employing quantitative methods to operationalize and validate a pedagogy of critical literacy. *Reading Research Quarterly*, early view. <https://doi.org/10.1002/rrq.453>
- Paul, C.M.,** & Vehabovic, N. (2020). Exploring the critical in biliteracy instruction. *TESOL Journal*, 11(1). Available at <https://onlinelibrary.wiley.com/doi/epdf/10.1002/tesj.456>.
- Spires, H.A., Nesbitt, K.T., **Paul, C.M.,** & Lester, J.C. (2019). Game-based literacies and learning: Towards a transactional theoretical perspective. *Journal of Literacy and Technology*, 20(4). Available at http://www.literacyandtechnology.org/uploads/1/3/6/8/136889/jlt_v20_4_spires_nesbitt_paul_lester.pdf.
- Spires, H.A., **Paul, C.M.,** Himes, M.P., & Yuan, C. (2018). Cross-cultural collaborative inquiry: A collective case study with students from China and the U.S. *International Journal of Education Research*, 91, 28-40.
- Paul, C.M.** (2018). Disciplinary literacy through close reading: An analysis of history, science, and math teachers' strategies. *Literacy*, 52(3), 161-170.
- Paul, C.M.** (2016). Content area reading and disciplinary literacy: Embracing the 'and'. *ALER Yearbook*, 39, 99-108. Available at: http://c.ymcdn.com/sites/www.aleronline.org/resource/resmgr/yearbooks/ALER_Yearbook_Volume_39_Publ.pdf.
- Paul, C.M.** (2016). Integrating critical literacy in the middle school classroom. *Middle Grades Review*, 2(5). Available at: scholarworks.uvm.edu/mgreview/vol2/iss2/5.

REFEREED BOOK CHAPTERS

- Paul, C.M.,** & Vehabovic, N. (2018). Lost in comprehension: Addressing English language learners' reading needs in the elementary classroom. In N. Guler (Ed.), *Optimizing elementary education for English language learners*. Hershey, PA: IGI Global.
- Vehabovic, N., & **Paul, C.M.** (2018). Striving toward biliteracy in mainstream, English as a second language, and bilingual classrooms. In N. Guler (Ed.), *Optimizing elementary education for English language learners*. Hershey, PA: IGI Global.
- Spires, H.A., **Paul, C.M.,** & Yuan, C. (2018). Project-based inquiry: Professional development with Chinese EFL elementary teachers. In Tonya Huber & Philip S. Roberson (Eds.), *Inquiries into literacy learning and intercultural competency in a world of border tensions*. In Bogum Yoon (Series Ed.), *Research in second language learning* (Vol. 13). Charlotte, NC: Information Age Publishing.
- Paul, C.M.,** & Liu, H.J. (2018). Technology and innovation in China's EFL classrooms. In H.A. Spires (Ed.) *Digital transformation and innovation in Chinese education* (pp. 163-175). Hershey, PA: IGI Global.

Spires, H.A., **Medlock, C.**, Kerkhoff, S.N. (2017). Digital literacy for the 21st century. In M. Khosrow-Pour (Ed.) *Encyclopedia of information science and technology* (4th ed., pp. 2235-2242). Hershey, PA: IGI Global.

REFEREED BOOKS

Spires, H.A., Kerkhoff, S.N., & **Paul, C.M.** (2019). *Read, write, inquire*. New York, NY: Teachers College Press.

PRESENTATIONS, LECTURES, WEBINARS, AND WORKSHOPS

Paul, C.M. (2021, February). *Rethinking language learning: Critical literacy in the foreign language classroom*. LEARN Conference, virtual.

Paul, C.M. (2020, November). *Language learning online: Tips and tricks*. LEARN Conference, virtual.

Paul, C.M. (2019, September). *Transforming learning into practice*. Workshop presented at State Victims Assistance Academy Leadership Symposium, Denver, CO.

Paul, C.M. (2019, May). *Communicating and disseminating research*. Webinar presented to the state Statistical Analysis Centers from the Justice Research and Statistics Association, Washington, DC.

Paul, C.M. (2019, March). *Communicating and disseminating research*. Workshop presented to Slovak Ministry of Justice Delegation at the Justice Research and Statistics Association, Washington, DC.

Paul, C.M. (2018, April). *Teachers' perspectives on critical literacy*. Paper presented at the American Educational Research Association Annual Conference, New York, NY.

Spires, H.A., **Paul, C.M.**, Ndey-Bongo, N. (2018, March). *Every drop counts: A PBI Global project*. Professional development session presented at the North Carolina Reading Association Annual Conference, Raleigh, NC.

Spires, H.A., **Paul, C.M.**, Yuan, C., & Wang, L. (2018, March). *Inquiry as an engaging, high impact practice for readers who struggle*. Professional development workshop conducted at the North Carolina Reading Association Annual Conference, Raleigh, NC.

Paul, C.M. (2017, December). *Teachers' perspectives on critical literacy in the classroom*. Paper to be presented at the Literacy Research Association Conference, Tampa, FL.

Spires, H.A., **Paul, C.M.**, Himes, M., Lyjak, E., & Yuan, C. (2017, December). *Cross-cultural, digital, collaborative inquiry: A collective case study with students from China and the US*. In H.A. Spire (Chair), *Expanding meaning through digital literacies and inquiry: Research perspectives from diverse geographical and cultural contexts*. Symposium to be conducted at the Literacy Research Association Conference, Tampa, FL.

Paul, C.M., & Jones, J.S. (2017, December). *Building teachers' capacity to enact critical literacy: A review of research and an instructional model*. Paper to be presented at the Literacy Research Association Conference, Tampa, FL.

- Paul, C.M., & Fortune, N.** (2017, August). *All teachers teach English: Supporting English language learners across the content areas*. Workshop conducted at New Literacies Institute at Suzhou North America High School, Suzhou, China.
- Paul, C.M., & Greiner, J.A.** (2017, July). *Critical literacy in the disciplines*. Workshop presented at the International Literacy Association conference, Orlando, FL.
- Paul, C.M.** (2017, April). *Close reading in history, science, and math: An analysis of readers' strategies*. Paper presented at the American Educational Research Association conference, San Antonio, TX.
- Paul, C.M., & Jones, J.S.** (2017, March). *Critical literacy in the classroom*. Professional development session presented at the North Carolina Reading Association Conference, Raleigh, NC.
- Paul, C.M., & Vehabovic, N.** (2017, March). *Addressing ELL reading needs in the classroom*. Professional development session presented at the North Carolina Reading Association Conference, Raleigh, NC.
- Spires, H.A., Himes, M.P., **Paul, C.M., & Yuan, C.** (March, 2017). High impact practices for readers who struggle (grades 3-12). Workshop conducted at the North Carolina Reading Association Conference, Raleigh, NC.
- Paul, C.M., & Vehabovic, N.** (2017, March). *Addressing ELL learning needs in the classroom*. Guest Lecturer for ECI 454: *MSL Student Teaching Internship and Senior Seminar*. North Carolina State University.
- Paul, C.M.** (2016, December). *Building disciplinary literacy through close readings: An analysis of history, science, and math teachers' close reading strategies*. Paper presented at the Literacy Research Association Conference, Nashville, TN.
- Spires, H.A., & **Paul, C.M.** (2016, December). MOOCs, disciplinary literacy and inquiry: Supporting transformative teaching and learning. In K. Silvestri (Chair), *Open educational research: Investigations of literacy practices modified across path, place, time, and pace*. Symposium conducted at the Literacy Research Association Conference, Nashville, TN.
- Paul, C.M.** (2016, November). *Close reading in history, science, and math: An analysis of teachers' strategies*. Invited paper presented at the Association of Literacy Educators & Researchers Conference, Myrtle Beach, SC.
- Spires, H.A., & **Medlock, C.** (2016, May). *Literacy for students who live in poverty*. Poster presented at the Education Action Poverty Summit, North Carolina State University, Raleigh, NC.
- Spires, H.A., & **Medlock, C.** (2016, March). *Literacy for kids who live in poverty*. Professional development session presented at the North Carolina Reading Association Conference, Raleigh, NC.
- Medlock, C.** (2016, March). *Are MOOCs for educators effective? An analysis of learning outcomes from a MOOC-Ed on disciplinary literacy*. Paper presented at NC State Scholar-Practitioner Symposium, Raleigh, NC.

Medlock, C. (2015, January). *Contextualize it! Ideas to combine vocabulary, grammar, and culture in a single lesson*. Workshop presented at the Alabama Association of Foreign Language Teachers Conference, Montgomery, AL.

RESEARCH EXPERIENCE

Graduate Assistant for Dr. Hiller A. Spires

North Carolina State University, Raleigh, NC
2015 – 2018

New Literacies Collaborative

Friday Institute, Raleigh, NC
2015 - 2018

CERTIFICATIONS AND TRAINING

Alabama Class A Teaching Certificate

English, Grades 6-12
Spanish, Grades 6-12

North Carolina Standard Professional 1 Teaching Certificate

English, Grades 9-12
Spanish, Grades P-12

Trained in Running Records and Miscue Analysis

SCHOLARLY SERVICE

Manuscript Reviewer, *ALER Yearbook*, February 2017

Editorial Review Board, *Literacy Research and Instruction*, 2016-2017

Guest Manuscript Reviewer, *Journal of Children's Literature*, Fall 2016

Manuscript Reviewer, *Meridian Journal*, Fall 2016

Manuscript Reviewer, *Journal of Language and Literacy Education*, Summer 2016

GRANTS

NC State's College of Education Dissertation Proposal Grant Award 2017, \$1500

National Science Foundation Graduate Research Fellowship Program 2015, Honorable Mention

HONORS AND AWARDS

NC State Graduate Student Research Symposium, 1st Place College of Education 2018, \$300

Friday Institute Graduate Student Research Fellowship 2016, \$2000

ALER's J. Estill Alexander Future Leaders in Literacy Award 2016, \$200

PROFESSIONAL AFFILIATIONS

American Education Research Association, 2016 – 2018

Literacy Research Association, 2016 – 2018

Association of Literacy Educators & Researchers, 2016 – 2018

North Carolina Reading Association, 2016 – 2018

Alabama Association of Foreign Language Teachers, 2012 – 2015

American Association of Teachers of Spanish and Portuguese, 2013 – 2014

INTERNATIONAL EXPERIENCE

Project Based Inquiry (PBI) Global Summit, China, May 2018

New Literacies Teacher Leader Institute, China, August 2017

Study Abroad, Peru, January 2009

Study Abroad, Spain, Summer 2008

LANGUAGES

English (fluent in reading, listening, speaking, and writing)

Spanish (fluent in reading, listening, speaking, and writing)

CITIZENSHIP STATUS

U.S. Citizen

