

# **Chea Parton, MEd, PhD**

Curriculum Vitae

July 2022

Visiting Assistant Professor

Purdue University

West Lafayette, IN

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**Home Address:** 5939 Stonehaven Drive Temple, TX 76502

## **EDUCATION**

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**Ph.D., Language and Literacy Studies** August 2020

College of Education, University of Texas at Austin, Austin, TX

Dissertation: *“Country-fied city or city-fied country?”: The Impact of Place on Rural Out-Migrated Literacy Teachers’ Identities and Practices*

**M.S.Ed., English Education** May 2015

College of Education, Purdue University, West Lafayette, IN

Thesis: *“My Adolescence was so Cliché: ELA Preservice Teachers’ Perceptions of Adolescence, Adolescents, and Their Depiction in YA Literature*

**Post Baccalaureate Teachers License** May 2010

College of Education, Purdue University, West Lafayette, IN

**Bachelor of English** May 2008

College of Liberal Arts, Purdue University, West Lafayette, IN

## **PROFESSIONAL CERTIFICATIONS**

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**Texas Educator Certificate (01/2026)**

English Language Arts and Reading – Grades 4-8

English Language Arts and Reading – Grades 7-12

## **ACADEMIC APPOINTMENTS**

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Limited Term Lecturer, *Purdue University* Spring 2022 - Present

Adjunct Faculty, *The University of North Texas* Spring 2021 - Present

Assistant Professor of Instruction, *The University of Texas at Austin* Fall 2020 - Summer 2021

## **PUBLICATIONS**

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**Journal (refereed)**

Parton, C. (2022). Who's 'ere?: Identifying and addressing rural erasure in ELA classrooms. *Virginia English Journal*, 71(2), Art. 2.

Parton, C. (2022). Exploring place and class in the secondary ELA classroom. *English Journal*, 111(3), 27-33.

Parton, C. (2022). Amplifying *Rural Voices*: Defining, reading, and writing rural stories. *Montana English Journal*, 43, Art. 3. <https://scholarworks.umt.edu/mej/vol43/iss1/3/>.

Parton, C. (2021). "I think of my dog dying books": Possible challenges to and suggestions for teaching contemporary rural YA literature in secondary ELA classrooms. *Journal of Literacy Innovation*, 5(2), 61-80.

Spanke, J., & Parton, C. (2019). Suburban dreams: The American teenage experience in Netflix originals. *Screen Education*, 95, 100-109.

Parton, C. (2015). Breaking the binary: Using Kohlberg and Lesko to examine adolescence in Asher's *Thirteen Reasons Why*. *The Looking Glass: New Perspectives on Children's Literature*, 18(1). Retrieved from <http://www.lib.latrobe.edu.au/ojs/index.php/tlg/article/view/600/559>

Parton, C. (2011). Second reaction: A manifestation of history. *First Opinions, Second Reactions*, 4(2). Retrieved from <http://docs.lib.purdue.edu/fosr/vol4/iss2/6>

### **Journal (non-refereed)**

Parton, C. (2016). The rock is still rolling. *English Education*, 49(1), 4-12.

### **Books**

Parton, C. (forthcoming). *Country teachers in city schools: The challenge of negotiating identity and place*. Rowman & Littlefield.

### **Book Chapters**

Parton, C. (in press). Who we are where we are: Teaching YAL through a place-based lens. In S. Bickmore, H. Strickland, and S. Graber's *How young adult literature gets taught: Perspectives, ideologies, and pedagogical approaches for instruction and assessment*. Routledge.

Parton, C. (accepted). Filmmaking and Mythicality: Exploring place and community with *The Lost Causes of Bleak Creek*. In B. Maldonado's *Arts integration and young adult literature: Connecting stories through art to create knowledge and deepen understanding*.

Parton, C. (2021). A bleak picture?: Critical pedagogy of place and fingerpainting with *Sadie*. In L. Pitre & B. Maldonado (Eds.) *Empowering student voice through arts integration and young adult literature*. Rowman & Littlefield.

Spanke, J. & **Parton, C.** (2018). More than left, right, up, down: Teaching tensions in content-area literacy methods courses. In H. Hallman, K. Pastore, & D. Pasternak (Eds.) *Pedagogies in Context: Current issues in teaching the English language arts methods course* pp. 133-144. Rowman & Littlefield.

Parton, C. (2018). “My mother is a fish”: Exploring death and grief through *As I Lay Dying*. In M. Falter & S. Bickmore (Eds.) *When loss gets personal: Discussing death through literature in the secondary English classroom*. Rowman & Littlefield.

Parton, C. (2016). Revisionist films: Detaching from teacher as hero/savior. In M. Shoffner (Ed.) *Exploring Teachers in Fiction and Film: Saviors, Scapegoats and Schoolmarms*. Routledge.

Johnson, C., Moore, T. J., Utley, J., Breiner, J., Burton, S. T., Peters-Burton, E. E., Walton, J., & **Parton, C.L.** (2015). The STEM road map for grades 6-8. *STEM road map: A framework for integrated STEM education*. Routledge.

Parton, C. (2015). Is there such a thing as caring too much? A farm girl swims with sharks. In L. S. Eckert & J. Alsup (Eds.) *Literacy teaching and learning in rural communities*. Routledge.

### **Guest Edited Journal Issues**

Parton, C., & Kuehl, R. (forthcoming). Rural YA-themed special issue of *Study & Scrutiny*.

Parton, C., & Azano, A. P. (2022). Rural-themed special issue of *English Education*.

### **Invited Journal Articles**

Parton, C. (2022). Literacy In Place: Creating community by reading and writing rural stories. *The Rural Educator*, 42(3).

### **CONFERENCE PRESENTATIONS**

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#### **Accepted presentation proposals**

Cook, L., & Parton, C. (2022). Ain’t is a word: Rural language varieties as Homeplace. Workshop proposed to the ELATE Summer Conference, Louisville, KY.

Parton, C. (2022). Research in action: Public scholarship and rural advocacy. Paper proposed to the American Educational Research Association’s Annual Conference, San Diego, CA.

Parton, C. (2021). To sound country was to sound dumb”: Rural language varieties and the ELA classroom. Paper proposed to LRA Annual Conference, Atlanta, GA.

### **Invited presentations**

Parton, C. (2022, January 26). More than setting: Reading place in rural YAL. Morehead State University.

Parton, C. (2021, October 5). It’s more than setting: Reading rural YAL. Louisiana State University.

Parton, C. (2020, September 3). A place for place in teacher education: Developing place-conscious professional identities as antiracist practice. Teach-In for Racial Equity. Buffalo, NY.

Parton, C., & Cort, T. (2018, July). Making our classrooms more culturally responsive. SECURE-RET, College Station, TX.

Skerrett, A., **Parton, C.**, Omogun, L., Cort, T., & Nash, B. (2018, July). What can teachers learn from the literate lives of youths living in a globalized world. ILA Convention, Austin, TX.

Parton, C. (2017, July). Sending and receiving messages: Culturally relevant pedagogy. SECURE-RET, College Station, TX.

### **Peer reviewed presentations**

Parton, C. (2021). Doing something or knowing when not to?: *as brave as you* and place-connected antiracist teaching practices. Roundtable at the National Council of Teachers of English Annual Conference, Louisville, KY.

Parton, C. (2021). Finger painting to process: Facilitating courageous conversations in difficult times. Roundtable at to the National Council of Teachers of English Annual Conference, Louisville, KY.

Parton, C., Boyd, A., & Darragh, J. (2021). They come by it honest: Equity, identity, and (rural) teachers teaching rural young adult literature. Panel proposed to the National Council of Teachers of English Annual Conference, Louisville, KY.

Parton, C. (2021). Make space for me: Identity and teaching rural YAL in the secondary ELA classroom. Annual Summit on the Research and Teaching of Young Adult Literature. Virtual.

Parton, C. (2021). "Knowing where I’ve been”: A (non)rural ELA teacher navigates identity and place-responsive pedagogy. AERA Annual Conference, Orlando, FL.

- Parton, C. (2020). Teaching who we are where we are: Instructional practices and identity development of rural out-migrated teachers. LRA Annual Conference, Virtual.
- Parton, C. (2020). Finger painting at the confluence of memory and place. Round table presented at National Council of Teachers of English Annual Convention, Denver, CO.
- Parton, C., Godfrey, V., & Whitley, J. J. (2020). Where here meets there: How place and identity converge to shape self, experience, and practice. Panel presented at National Council of Teachers of English Annual Convention, Denver, CO.
- Parton, C., & Spanke, J. (2020). Where the sidewalk ends...and the corn begins: Culturally sustaining pedagogy in *rurban* schools. Round table presented at National Council of Teachers of English Annual Convention, Denver, CO.
- Godfrey, V., & **Parton, C.** (2019, February). Growing up country: Rural identity in middle grade and young adult literature. Paper presented at JoLLe Annual Winter Conference, Athens, GA.
- Parton, C. (2019, November). Who are we?: Learning about identity through conflict. Round table presented at National Council of Teachers of English Annual Convention, Baltimore, MD.
- Parton, C. (2019, November). Am I talking too much?: The benefits of self-study as inquiry into practice. Round table presented at National Council of Teachers of English Annual Convention, Baltimore, MD.
- Parton, C. (2019, November). Producing identity in figured worlds: Teaching multicultural literature in a rural English classroom. Paper presented at National Council of Teachers of English Annual Convention, Baltimore, MD.
- Parton, C. (2019, November). Creative curiosity: Finger painting to inquire into ourselves and others. Round table presented at National Council of Teachers of English Annual Convention, Baltimore, MD.
- Parton, C. (2018, November). Power in our practice: Educating for equity and justice in today's classrooms. National Council of Teachers of English Annual Convention 2018, Houston, TX.
- Parton, C., Long, S., & Corneliessen, A. (2018, November). Raising youth voices with young adult literature: Examining representations of youth empowerment in the ELA classroom. Panel presentation at National Council of Teachers of English Annual Convention 2018, Houston, TX.

- Parton, C., & Brashear, S. (2018, November). Sharing student stories through the arts. Round table presented at National Council of Teachers of English Annual Convention 2018, Houston, TX.
- Spanke, J., & **Parton, C.** (2018, November). Pedagogies in context: Exploring current issues and dilemmas in teaching the English Language Arts methods course. Round table presented at National Council of Teachers of English Annual Convention 2018, Houston, TX.
- Parton, C. (2017, November). “Defining us and them: Student teachers’ use of deficit and critical discourses to discuss adolescent students. Paper presented at National Council of Teachers of English Annual Convention 2017, St. Louis, MO.
- Parton, C. (2017, November). I think I messed up: Using metaphors to think about the way we coach. Round table presented at National Council of Teachers of English Annual Convention 2017, St. Louis, MO.
- Parton, C. & Shoffner, M. (2017, June). *Engaging with art and critical literacy in the secondary methods classroom*. National Association for the Teaching of English (NATE) Conference. Nottingham, England.
- Parton, C. (2017, June). “I’m not going to be their friend”: Defining compassion in the secondary English classroom. Paper presented at CEE Conference 2017, Columbus, OH.
- Parton, C. (2017, March). Movies and preservice teachers: Evaluating teachers in film.” Paper presented at Teachers, Teaching and the Media Conference, Wake Forest, NC.
- Parton, C. (2016, November). “It just comes down to that relatability”: Who has the power to relate to adolescent students?”. Paper presented at National Council of Teachers of English Annual Convention 2016, Atlanta, GA.
- Parton, C. (2016, November). The story we tell about reading: Can we love a non/reluctant reader?. Round table presented at National Council of Teachers of English Annual Convention 2016, Atlanta, GA.
- Parton, C. (2016, October). Meteors, Sisyphus, survivalists: Metaphors for teaching and learning in an age of perfection. Paper presented at Critical Questions In Education Symposium, Salt Lake City, UT.

Parton, C. (2015, November). Bullying, boyfriends and the blur: ELA student teachers' perceptions of adolescence/ts. Paper presented at National Council of Teachers of English Annual Convention 2015, Minneapolis, MN.

Parton, C. (2015, May). Building the world again: Diary of a misplaced girl. Paper presented at Society for the Study of Midwestern Literature Annual Convention, East Lansing, MI.

Parton, C. (2014, November). Expanding the landscape of English teacher education: Literacy and art in the methods class. Round table presented at National Council of Teachers of English Annual Convention, Washington, D.C.

Parton, C. (2014, November) Revisionist films: Detaching from the white savior. Paper presented at National Council of Teachers of English Annual Convention, Washington, D.C.

Parton, C. (2014, October). Beyond the white savior: The cost of a caring curriculum. Paper presented at Teachers, Teaching and the Media, Moraga, CA.

Parton, C. (2014, January). Creativity and the Common Core. Paper presented at National Council of Teachers of English Assembly for Research, Elmhurst, IL.

### **Book contributions**

Alsop, J. (2015). *A case for teaching literature in the secondary school*.  
Routledge—Wrote two lesson plans for the book

### **Book reviews**

Parton, C. (in press). Toward a more inclusive diversity: Critical considerations of living, being, and teaching rural. *English Education*.

Parton, C. (2020). Letting go of literary Whiteness: Antiracist literature instruction for White students. *Journal of Language & Literacy Education*.

Parton, C. (2014). Teaching again: A professor's tale of returning to the classroom. *Teachers College Record*. <http://www.tcrecord.org/content.asp?contentid=17383>

### **Manuscripts in Submission**

Parton, C., & Kuehl, R. (under review). "Bet you can't wait to get out": Complicating narratives of leaving with rural young adult literature. *The ALAN Review*.

### **Manuscripts in Preparation**

Parton, C., & Kuehl, R. (in progress). Can't wait to get out: Complicating narratives of leaving with YA. *Journal of Literacy Research*.

Parton, C., (in progress). “To sound country was to sound dumb”: Rural language varieties and the ELA classroom. *English Education*.

Parton, C., & Azano, A. P. (in progress). Toward critical place-responsive pedagogy: Whose cultures are we seeking to sustain through culturally sustaining pedagogy?. *Educational Researcher*.

### **Public Scholarship**

Parton, C. (2022, July). Rural places have PRIDE: Increasing rural queer visibility through YA literature. *Good Day! Magazine*.

Parton, C. (2022, April). ‘In the Wild Light’ highlights impact of rural upbringing. *Good day! Magazine*.

Parton, C. (2022, January 15). Short story collection challenges stereotypes. *Good day! Magazine*.

Parton, C. (2021). Reading ourselves: Rural experiences in young adult literature. *The Daily Yonder*.

Parton, C. (2021, August 11). More than just setting: Reading and writing rural people and places in YAL [Blog post]. <http://www.yawednesday.com/weekly-posts/more-than-just-setting-reading-and-writing-rural-people-and-places-in-yal-by-dr-chea-parton>

Parton, C. (2021, July 11). Hiding in plain sight: Rural students in sub/urban teacher preparation programs [Blog post]. <http://www.ethicalela.com/hiding-in-plain-sight-rural-students-in-sub-urban-teacher-education-programs-by-chea-parton/>

Parton, C. (2021, June 11). Literacy in place. Website. <http://www.literacyinplace.com>

Parton, C., & Godfrey, V. (2019, November 20). Critically reading place in YA depictions of the rural [Blog post]. <http://www.yawednesday.com/>

### **AWARDS**

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#### **Research Awards**

Runner-up; AERA Rural Education Dissertation of the Year Award 2021

- \$150

#### **Awarded Funding**

Dean’s Scholarship 2016-2020

- \$215,000, Full, merit-based scholarship

Lloyd Alexander Scholarship 2014-2015



- \$1000, For scholarship with young adult literature 2015-2016
- Travel Grants 2014-2016
- \$900, Supported travel to conferences

### **Submitted Funding Proposals**

- Graduate Student Research Award, ELATE-GS 2019
- \$2500, To support dissertation research
- Russell Sage Foundation
- \$1000, To support research on place & identity in children's literature 2019

### **Teaching Awards**

- Teacher Honor Roll 2012
- Student nominated award

## **THE UNIVERSITY OF NORTH TEXAS COURSES TAUGHT**

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### **Graduate Courses (MA & MA+)**

- Reading Assessment and Instruction for Special Populations (async, online) Spring 2022
- Development and Supervision of Reading Programs (async, online) Spring 2022
- Curriculum Development for Culturally Diverse Learners (async, online) Fall 2021
- Everyone Can Learn: Applying Theory to Teaching (async, online) Fall 2021

### **Undergraduate Courses**

- Cross-Curricular (Content Area) Literacy Materials and Resources (async, online) Spring 2021

## **THE UNIVERSITY OF TEXAS AT AUSTIN COURSES TAUGHT**

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### **Graduate Courses (MA+)**

- Case Study Research (sync, online) Summer 2021
- Teaching and Learning in Urban Contexts (sync, online) Fall 2020

### **Undergraduate Courses**

- Language Arts Methods (sync, online) Spring 2021
- Secondary Teaching Practicum in English (in-person & hybrid) Spring 2017, Spring 2020
- Adolescent Literacy Fall 2019, Spring 2020

### **Teaching Assistant Positions**

- Teaching Secondary English and Reading Fall 2016, Fall 2017
- Reading Methods Fall 2019

### **Field Supervision UT Urban Teachers**

- Preservice Internships Fall 2016, Spring 2017
- Student Teachers Fall 2017, Spring 2018

## **PURDUE UNIVERSITY COURSES TAUGHT**

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### **Graduate Courses**

Multicultural Education (async, online) Spring 2022

### **Undergraduate Courses**

Reading in Middle and Secondary Schools Spring 2015, Fall 2015, Spring 2016

### **Guest Teaching**

Literacy Teaching and Learning in the Secondary Schools 2015

Teaching English in the Secondary School 2014

### **Field Supervision**

Student teachers Fall 2015, Spring 2016

## **HIGH SCHOOL TEACHING EXPERIENCE**

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English Teacher, Southern Wells High School, Poneto, IN 2010 – 2013

## **RESEARCH EXPERIENCE**

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**Directed Research: Transnationalism, Place, Literacy Practices** 2017-Present

Principle Investigator: Dr. Allison Skerrett, The University of Texas at Austin, Austin, TX

- I developed the theoretical framework, coded and analyzed data, co-authored manuscript for publication

**Transnational Research Group** 2017-Present

Principle Investigator: Dr. Allison Skerrett, The University of Texas at Austin, Austin, TX

- I transcribed audio and video files, attended research meetings, and participated in analysis

**English Teaching and the Arts** 2015-Present

Principle Investigator: Dr. Melanie Shoffner, James Madison University, Harrisonburg, VA

- I wrote IRB, developed theoretical framework, conducted group interviews, transcribed interviews, participated in coding and analysis, and co-authored manuscript for publication

**Graduate Research Assistant in Integrated STEM** 2013-2015

Principle Investigator: Dr. Carla Johnson, Purdue University, West Lafayette, IN

- I conducted interviews with teachers, copy-edited reports, and collected and organized survey data

## **EDITORIAL EXPERIENCE**

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**Co-Guest Editor, Rural-Themed Issue of *English Education*** 2022

- I co-wrote the proposal for themed issue selection, co-developed calls for papers and selected pieces to be included in the peer-reviewed issue.

**Section Editor, AERA Rural SIG Newsletter** 2019

- I developed calls for publication, selected, and curated pieces for publication

**Editorial Assistant, *CITE (English)*** 2015-2016

- I participated in editorial decision making, managed reviewer database, and created and disseminated calls for reviewers and manuscripts

**Copy-Editor, *IFTE/CEE Summer Conference Program*** 2015

- I aligned online and print programs and reviewed drafts for accuracy of information

**Editorial Assistant, *English Education*** 2014-2017

- I proofread and edited manuscripts, participated in editorial decision making, coordinated and communicated with authors regarding manuscript revisions, and created and disseminated calls for reviewers and manuscripts

**Editorial Assistant, *Exploring Teachers in Fiction and Film: Saviors, Scapegoats and Schoolmarms*** 2013-2015

- I performed market research, reviewed APA formatting in manuscript drafts, and created index for manuscript

## **RECRUITMENT & OUTREACH EXPERIENCE**

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**Outreach Director for UT Urban Teachers Program** 2017-2018

The University of Texas at Austin, Austin, TX

- I planned, coordinated and held informational sessions, responded to inquiries via email and Facebook, and maintained a presence on social media (created and Instagram account, managed Facebook page, etc.)

## **LANGUAGES**

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Spanish, conversational

English, native

## **PROFESSIONAL MEMBERSHIPS**

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**American Educational Research Association** 2018-Present

**International Literacy Association** 2018-Present

**Literacy Research Association** 2017-Present

**Conference on English Education (now ELATE)** 2014-Present

**National Council of Teachers of English** 2008-Present

## **SERVICE**

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### **Committees**

- Whippoorwill Award for Young Adult Literature Committee Member 2022
- Co-Chair of Dissertation Award Committee AERA Rural Education SIG 2021
- Membership co-coordinator for AERA Rural Education SIG 2020-Present

- NCTE Liaison for CEE Graduate Strand 2016-Present
- Campus Representative for CEE Graduate Strand 2015-Present

### **Reviewing**

- Vol. 71 Editorial Review Board of Literacy Research: Theory, Method Practice 2021
- Reviewer for AERA Rural Education SIG Proposals 2019-Present
- Reviewer for ELATE Summer Conference 2018-Present
- Reviewer for *The ALAN Review* 2018-Present
- Reviewer for *Teacher Education Quarterly* 2017-Present
- Reviewer for *English Education Journal* 2014-Present
- Reviewer for *Teachers College Record* 2013-Present
- Reviewer for *CITE (English)* 2013-Present