

Aimee L. (Papola) Ellis

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CURRENT POSITION

August 2012 to present
Chicago

Assistant Professor, Loyola University

School of Education, Teaching and Learning
Literacy

EDUCATION

Ph.D. 2012

University of Nevada, Reno
Literacy Studies

Title of Dissertation: *“Teaching under the
policy cascades: Common Core, learned
dependency, and literacy instruction”*

M.Ed. 1997

Bloomsburg University of Pennsylvania
Reading /Reading Specialist certification

B.S. 1995

Bloomsburg University of Pennsylvania
Early Childhood/Elementary Education

SCHOLARSHIP

Refereed Journal Publications

Heineke, A. J., **Papola-Ellis, A.**, Davin, K. J., Cohen, S., *Roudebush, A., Wright-Costello, B., & Fendt, C. (In press). Language matters: Developing educators’ expertise for English learners in linguistically diverse communities. *Language, Culture, and Curriculum*.

Papola-Ellis, A. (in press). Preservice teachers’ explorations of diversity and social justice through children’s literature. *Teacher Education and Practice*.

Papola-Ellis, A. (in press). Recognizing text bias, positioning, and power through critical literacy. *The Florida Reading Journal*.

Heineke, A. J., *Roudebush, A., **Papola-Ellis, A.**, Davin, K., Cohen, S., & *Wright-Costello, B. (in press). Apprenticing educators of English learners: Partnerships to promote linguistically responsive practice in classrooms, schools, and communities. *The Professional Educator*.

Papola-Ellis, A. (2018). "Readers...assemble!" Superhero storylines to promote close analytical reading. *The California Reader (A Publication of the California Reading Association)*, 51(2), 22-28.

Heineke, A. J., **Papola-Ellis, A.**, Cohen, S., & Davin, K. (2017). Linguistically responsive professional development: An apprenticeship model. *Improving Schools*.

Papola-Ellis, A.(2016). It's just too sad: Teacher candidates' emotional resistance to picture books. *Reading Horizons*, 55 (2), 1-26.

Chang, A., Neugebauer, S., **Ellis, A.**, Ensminger, D., Ryan, A., & Kennedy, A. (2016). Teacher educators' experiences around teacher education redesign: A collaborative self-study. *Studying Teacher Education*, 1-18.

Papola-Ellis, A. & Eberly, T. (2015). Critical literacy: Going beyond the demands of Common Core. *Illinois Reading Council Journal*, 43(2), 9-15.

Papola-Ellis, A. (2014). Text complexity: The importance of building the right staircase. *Reading Horizons*, 53 (2), 21-37.

Papola-Ellis, A. (2014). Teaching under policy cascades: Common Core and literacy instruction. *Journal of Language and Literacy Education*, 10 (1), 166-187. Available at <http://jolle.coe.uga.edu/wp-content/uploads/2014/04/Teaching-Under-Policy-Cacades-Papola-Ellis.pdf>.

Papola, A.L. (2013). Critical literacy, Common Core, and "close reading". *Colorado Reading Journal*. Available at <http://www.ccira.org/colorado-reading-journal/WINTER-2013-14.html>

Pennington, J.L., Obenchain, K.M., **Papola, A.** & Kmitta, L. (2012). The Common Core: Educational redeemer or rainmaker? *Teachers College Record*, Date Published: October 12, 2012. <http://www.tcrecord.org> ID Number: 16902.

Referreed Book Chapters

Heineke, A.J. & **Papola-Ellis, A.** (2017). Field-based teacher education to promote all students' language and literacy development. In D. Polly, M. Putman, T.M. Petty, & A.J. Good (Eds.), *Innovative practices in teacher preparation and graduate-level teacher education programs* (pp.238-261). Hershey, PA: IGI Global.

Invited Book Chapters

Papola-Ellis, A., Mortensen Nelson, J., Hunt, J. (in press). Teacher candidates' reflections on literacy pedagogy and practices in authentic classroom experiences. In A. Heineke and A.M. Ryan (Eds), *Teaching, Learning, and Leading with Schools and Communities: Field-based Teacher Education*. Routledge Research.

Manuscripts Under Review

Papola-Ellis, A. & Heineke, A. (under review). Interrupting teachers' assumptions about English learners using culturally relevant poetry.

Papola-Ellis, A. (under review). "I'm a real teacher!": Navigating positions and developing a teacher identity.

Refereed Presentations

*Nelson, J. & **Papola-Ellis, A.** (2017, December). *A field-based approach to building teacher candidates' professional knowledge base*. Literacy Research Association Annual Conference. Tampa, FL.

Ellis, A. (2016, November). *Critical literacy across the curriculum*. Literacy Research Association Annual Conference. Nashville, TN.

Hunt, J., **Ellis, A.**, Neugebauer, S., Hurley, B.*, Koulouris, G.* (2015, October). *Academic language for all ages: Strategies to support the building blocks for reading and writing across disciplines*. Illinois Reading Council Conference. Peoria, IL.

Papola, A. (2014, March). *Getting Started with Critical Literacy*. Illinois Reading Council Conference. Springfield, IL.

Papola, A. (2013, March). *Word Study Games to Get Kids Moving*. Illinois Reading Council Conference. Springfield, IL.

Papola, A. (November, 2012). *Learned Dependency and Policy Cascades: How Interpretations of Literacy Policy Influence Teachers' Planning and Instruction*. Roundtable Presentation at 2012 Literacy Research Association Conference. San Diego, CA.

Papola, A. (April, 2012). *Out of the Box, Out of the Seat: Word Study Games and Extension Activities for Active Student Engagement*. International Reading Association Annual Conference, Full Day Pre-Conference Institute. Chicago, IL.

Pennington, J. & **Papola, A.L.** (2010, December). *The Implementation of a Literacy Coach: One Teacher's Obstacles and Successes with Moving into the Role of a Coach*. Roundtable Presentation at the National Reading Conference. Fort Worth, TX.

Langell, L. & **Papola, A.L.** (2008). *Using AIMSweb Progress Monitoring Tools to Inform Classroom Instruction*. Presentation at Alaska Statewide Special Education Conference. Anchorage, Alaska.

Invited Presentations

Heineke, A. J., **Ellis, A.**, Cohen, S., & Roudebush, A. (December, 2015). Language matters: Prioritizing language diversity and development in schools. Illinois Annual Conference for Teachers of Linguistically and Culturally Diverse Students. Oak Brook, Illinois.

Ellis, A. (2014, November). *The power of words: A critical literacy lens on vocabulary*. Chicago Teacher Partnership Program Mini Conference. Chicago, IL.

Grants

Heineke, A. J., Davin, K.J., **Ellis, A.**, Cohen, S.L., Roudebush, A. (2015 – 2016). Language Matters: Design and Implementation of Linguistically Responsive Curriculum and Instruction. The Searle Funds at the Chicago Community Trust, Local. \$270,000.

Heineke, A. J., **Ellis, A.**, Davin, K.J., Tocci, C. (2014 – 2015). Language Matters: Design and Implementation of Linguistically Responsive Curriculum and Instruction. The Searle Funds at the Chicago Community Trust. \$270,000.

Heineke, A. J., Davin, K.J., **Papola (Ellis), A.**, Ryan, A.M., Tocci, C. (2013 – 2014). Language Matters: Design and Implementation of Linguistically Responsive Curriculum and Instruction. The Searle Funds at the Chicago Community Trust. \$299,165.

Awards and Recognitions

2018 Nominee, Distinguished Faculty Award for Excellence in Teaching, School of Education, Loyola University Chicago.

2017 Summer Faculty Research Stipend Award, Loyola University Chicago.

TEACHING

Higher Education Experience

August 2012 to present

Assistant Professor

Loyola University Chicago

School of Education

Teaching and Learning, Literacy

Courses Taught:

- *Children's Literature*
- *Teaching Reading*
- *Language and Literacy for Diverse Students*
- *Using Classroom Data in a Collaborative Environment to Advance Student Achievement*
- *Discipline-Specific Literacy for Diverse Students*
- *Professional Learning Communities*
- *Doctoral Seminar: Critical Literacy*
- *Teaching Writing*
- *Culturally Relevant Literature*
- *Research in the Teaching of Literacy*
- *Practicum in Reading Disabilities*

August 2009 to June 2012

Graduate Assistant
University of Nevada Reno
School of Education

Courses Taught:

- *Language Arts and Literacy, K-3*
- *Language Arts and Literacy, 4-6*
- *Diagnosis, Assessment, and Literacy Instruction*

K-12 Teaching Experience

2006-2009 Literacy Coach/Professional Development Facilitator, Barrow, AK
2004-2006 Classroom Teacher/Reading Specialist, Grade 5; Grades 2-3, York, PA
2002-2004 Classroom Teacher, Grades 6-8, Barrow, AK
2001-2002 Classroom Teacher, Grade 3, Parachute, CO
2001-2002 Reading Specialist, Grades 4-6, Shillington, PA
2000-2001 Classroom Teacher, Grades 3 and 4, Grayling, AK
1999-2000 Classroom Teacher, Grade 1, Gonzalez, CA
1998-1999 Classroom Teacher, Grade 5, Turlock, CA
1997-1998 Reading Specialist, Grades 1-3, Fredericksburg, VA

SERVICE

Service to the Affinity Group

Sequence Five Lead	Fall 2017 to present
CAEP/ILA SPA Accreditation Writer	Spring 2015 to present
Reading Graduate Program Advisor/Coordinator	Spring 2015 to present
Elementary Graduate Student Advisor	Fall 2013 to Spring 2017
Doctoral Candidate Admission Committee	Spring 2018
Awards and Scholarship Committee Member	Fall 2013 to Spring 2017
Middle Grade Focus Group Member	Spring 2016
Articulation and Transfer Subcommittee Member	Spring 2015 to Fall 2015
Teacher Preparation Redesign Steering Committee Member	Summer 2013 to Spring 2014

Service to the School of Education

Faculty Development and Mentoring Committee, Member	Fall 2017 to present
Technology Committee, Member	Fall 2015 to Spring 2017
Graduate Student Advisor	Spring 2015 to Spring 2017
International Committee, Chairperson	Spring 2014 to Spring 2015
International Committee, Member	Fall 2013 to Spring 2015
Adhoc Committee on Celebration of Teaching	Fall 2013 to Spring 2014
Faculty Search Committee, Reading Position	Fall 2012 to Spring 2013

Service to the University

University Library Board, Member	Fall 2015 to Spring 2017
New Student Convocation, Discussion Group Leader	Fall 2013

Service to the Community

International Baccalaureate MYP Student Advisor Fall 2012 to Spring 2013

Service to the Profession

SchoolRise Teacher Educator Cohort Member Fall 2015 to Spring 2017

Peer Reviewer for *Journal of Literacy Research* Fall 2012 to present

Peer Reviewer for *Journal of Teacher Education* Fall 2013 to present

Peer Reviewer for *Literacy Research Association Conference* Fall 2010 to present

Professional Affiliations

International Literacy Association

Illinois Reading Council

Literacy Research Association

National Council of Teachers of English

Professional Development Presentations

Cohen, S. & Ellis, A. (2017). *Linguistically responsive teaching*. Illinois Charter Schools Network.

Ellis, A. (2017). *Literacy workshop: Authentic and developmentally appropriate practices in the early grades*. Wood-Dale School District.

Roudebush, A. and Ellis, A. (June 2015). *Linguistically responsive classrooms and schools*. Field Elementary School, half day support. Chicago Public Schools.

Ellis, A. (June 2015). *Collaborative conversations in the classroom*. Professional Learning Community for Network 1 schools, Chicago Public Schools.

Heineke, A., Davin, K., Ellis, A., Roudebush, M., & Wright, B. (Spring 2014). Stage 1: Instructional design for language development. Language Matters EL Teacher Leader Institute, Chicago Public Schools.

Heineke, A. J., & Papola, A. (February – May 2014). *Building linguistically responsive schools and classrooms*. Four-day institute for Network 2 schools, Chicago Public Schools.

Papola, A. (February 2013). *Student Generated Questioning During Literacy Instruction*. Hayt Elementary School, Chicago Public Schools.

Papola, A. (August 2009). *Writing Across the Content Areas*. Teacher Workshop. North Slope Borough School District, Barrow, AK

Papola, A. (Fall 2008). *Using Progress Monitoring Data to Inform Instruction*. North Slope Borough School District, Barrow, AK.

Papola, A. (2007-2008). *Six Trait Writing*. Teacher Workshop. North Slope Borough School District, Barrow, AK.

Professional Certifications

Pennsylvania Teaching Certificate, Grades PreK-6

Pennsylvania Reading Specialist Certificate, Grades K-12