

Robin F. Schell
Miami University, Oxford, Ohio
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EDUCATION

2019 Ph.D. The University of Tennessee, Knoxville
Education - Literacy Studies Concentration,
English as a Second Language Specialization

1987 M.S. The University of Tennessee, Knoxville
Music Education

1985 B.M.Ed Appalachian State University, Boone, NC
Music Education

TEACHING CERTIFICATIONS

State of Tennessee

English as a Second Language (PreK-12)
Instrumental Music Education (K-12)
School Music K-12

PROFESSIONAL EXPERIENCE:

2022 - present Teaching Assistant Professor, Miami University, Oxford, OH

2019 - 2022 Visiting Assistant Professor, Miami University, Oxford, OH

2015 - 2019 ESL Teacher, Vine Middle Magnet School, Knox County, TN

2017 - 2018 Graduate Teaching Assistant, University of Tennessee,
Knoxville

2011 ESL Teacher, Greeneville (Houston) Astros Baseball Team,
Greeneville, TN

2010 - 2015 ESL Teacher, System-wide, Greeneville City Schools, TN

2010 Gifted and Talented Inclusion Specialist, Tusculum View Elementary
School, Greeneville, TN

1989 - 1990 Adjunct Instructor of Clarinet, Walters State Community College,
Morristown, TN

1988 - 1995 Elementary (5th grade), Middle and High School Band Director,
Greeneville, TN; Grainger County, TN; Grand Rapids, MI

RESEARCH INTERESTS

- Advancing educational justice through critical and culturally sustaining pedagogies in ESL
- Language and literacy development through content-based ESL curriculum and instruction

PUBLICATIONS IN REFEREED JOURNALS

- Ward, N. A., Schell, R. F., Brown, C. L., & Thomason, B. (2019). Pairing fiction and nonfiction texts to promote literacy and language development of adolescent English learners. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 92(6), 193-201.
- Brown, C. L., Schell, R. F., Denton, R. A., & Knode, E. A. (2019). Family literacy coaching: Partnering with parents for reading success. *School Community Journal*, 29(1), 63-86.
- Brown, C. L., Schell, R. F., & Ni, M. (2018). Powerful participatory literacy for English learners. *Journal of Adolescent and Adult Literacy*, 62(4), 369-378.
- Brown, C. L., Park, Y., Schell, R. F., Benedict, A. (2017). Portfolio assessment: A magnifier to look deeply into English language learners' responsiveness. *New England Reading Association Journal*, 52(1), 81-93.

BOOK CHAPTERS

- Chang-Bacon, C., Khote, N., Schell, R., & Crookes, G. (2021). Critical literacies and languages. In J. Z. Pandya, R. A. Mora, J. Alford, N. A. Golden & R. S. deRoock (Eds.). *The critical literacies handbook*. New York, NY: Routledge.

BOOK REVIEWS

- Schell, R. F. (2019, Fall) [Review of the book *English Language Learners and the New Standards* by M. Heritage, A. Walqui, & R. Liguanti]. *Tennessee Literacy Journal*, 87.

REFEREED CONFERENCE PRESENTATIONS

International

- Ward, N. A., Thomason, B., Schell, R. F., & Brown, C.L. (March, 2022). *Supporting dually classified language learners: Ideas from a secondary classroom*. Presentation accepted for Teachers of English to Speakers of Other Languages (TESOL) International Convention and English Language Expo, Pittsburgh, PA (2022).
- Thomason, B., Ward, N. A., Schell, R. F., & Brown, C. L. (March 26, 2021) *Motivating and Engaging Online Learning: Practical Ideas for Adolescent ELs*. Workshop presented at the Teachers of English to Speakers of Other Languages (TESOL) International Convention and English Language Expo, Virtual Convention.
- Brown, C. L. & Schell, R. F. (2020). *English Learners Hooked on Writing through Participatory Literacy*. Presentation accepted for the Teachers of English to Speakers of Other Languages (TESOL) International Convention and English Language Expo, Denver, CO (Conference canceled).

National

- Schell, R. F. & Brown, C. L. (2021). *Expressions of Critical Consciousness: Adolescent English Learners Navigating Middle School*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, April 12, 2021. Virtual Meeting.

- Schell, R. F. & Brown, C. L. (2020). *Toward Critical Consciousness: The Transcategorical and Dynamic Consciousness of Refugee English Learners*. Paper accepted for Cross Cultural Context Roundtable Session at the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA (Conference canceled).
- Brown, C. L., Schell, R. F., Thomason, B., & Ward, N. A. (2019). *Making Meaningful Inquiry Possible*. Presentation at National Council of Teachers of English (NCTE) Annual Convention, Baltimore, MD
- Ward, N. A., Brown, C. L., Galang, E., Thomason, B. & Schell, R. F. (2019). *A Secondary Qualitative Data Analysis: Teacher Resistance to Educating English Learners*. American Educational Research Association Annual Meeting, Toronto, ON
- Brown, C. L., Schell, R. F. & Ward, N. (2017). *Critical civic literacy for ELs: Reading and writing for authentic purposes*. National Council of Teachers of English (NCTE), St. Louis, MO
- Brown, C. L., Schell, R. F., Thomason, B., & Ward, N. (2016). *Teaching across genres: Pairing fictional and nonfictional texts to promote language development for ELLs*. National Council of Teachers of English (NCTE), Atlanta, GA
- Schell, R. F., Denton, R. A. & Brown, C. L. (2016). *Formative portfolio assessment in the ESL classroom*. Session presented at the WIDA National Conference, Philadelphia, PA

Regional

- Schell, R., Siegel, M., Castañeda, M. (2022). *Deconstructing academic language with content-area teachers of ELs*. Session presented at the Ohio TESOL Conference, Columbus, OH
- Brown, C. L., Schell, R. F., Thomason, B. & Ward, N. (2017). *Aligning fiction and nonfiction texts to promote knowledge building and language development of ELLs*. Southeast Teachers of English to Speakers of Other Languages (TESOL). Birmingham, AL
- Schell, R. F., Brown, C. L., & Denton, R. A. (2016). *InFormative portfolio assessment in the ESL classroom*. Session presented at the Southeast TESOL Conference, Louisville, KY
- Schell, R. F., Brown, C. L. (2016). *Fostering academic success for refugee students*. Session presented at Tennessee TESOL, Murfreesboro, TN
- Schell, R. F., Brown, C. L. (2015). *Up your professionalism and credibility with student assessment portfolios*. Session presented at Tennessee TESOL, Bristol, TN

INVITED PRESENTATIONS

- Schell, R. F. (2018, November). *Participatory Literacy: Transforming ELs from Reluctant to Motivated Writers*. ESL Assembly of the National Council of Teachers of English. Houston, TX
- Schell, R. F. (2017, August). *Powerful participatory literacy*. Professional development session for ESL teachers. Knox County Schools, Knoxville, TN
- Schell, R. F. (2016, November). *Funds of knowledge: Moving away from the single story to engage English learner students and their parents*. Professional development session for ESL teachers. Knox County Schools, Knoxville, TN
- Schell, R. F. (2015, July). *Interventionist's perspectives of RTI for ELs*. Poster presented at the University of Tennessee Introduction to Qualitative Research Methodology in Education Poster Session, Knoxville, TN

AWARDS

Teacher of the Year, Vine Middle Magnet School (2018)

Graduate Student Research Award, Department of Theory and Practice in Teacher Education,
The University of Tennessee, Knoxville (2017)
Committed to Excellence Award, Vine Middle Magnet School, Knoxville, TN (2016)

GRANTS

Schell, R. F. (\$2,500,000, 2021). Project Director/Co-Author. *Preparing English Learner Educational Allies* (¡PELEA!, which translates to “Fight!”). Office of English Language Acquisition, (OELA) National Professional Development, U.S. Department of Education grant.
PI/Co-author: Martha Castañeda

COURSES TAUGHT

Miami University, Oxford, OH

EDT 346P Language, Literacy, and Culture in PK-5 Education
EDT 425 Teaching English Language Learners in PK-12: Active Learning & Literacy
EDT 442M Phonics and Reading Improvement for Middle Childhood
EDT 454/554 Teaching English Language Learners in PK-12: Instructional Theories & Practices
EDT 612 TESOL Educational Policies & Second Language Acquisition
EDT 614 TESOL Instructional Methodologies
EDT 616 Current Issues in TESOL
EDT 618 TESOL Cultural Contexts & Assessment
EDT 632 Literacy Assessment and Instruction

University of Tennessee, Knoxville, TN

TPTE 352 - co-taught with Clara Lee Brown- Field Experience in Teaching Seminar
WLEL 489 Content Based ESL Instruction and Curriculum
WLEL 466 Evaluation and Assessment in ESL

PROFESSIONAL SERVICE & ASSOCIATIONS

Literacy Committee, Miami University (present)
AERA Convention Proposal Reviewer (2020)
Book proposal reviewer, Routledge Press (2019)
Literacy Association of Tennessee Diversity Committee (2017- 2019)
The National Council of Teachers of English ESL Assembly (2018 - present)
ESL Program Interview Committee, The University of Tennessee (2014 - 2019)
Diversity Team, Greeneville City Schools, TN (2013-2015)

ADDITIONAL QUALIFICATIONS

Four years of teaching experience in an urban middle school
Experienced in face-to-face, hybrid, synchronous and asynchronous online teaching
Proficient in the use of the Canvas learning management system
Experienced in aligning TESOL courses with CAEP requirements
Certified Tennessee Educator Acceleration Model (TEAM) Evaluator
Supervisor/Evaluator for The University of Tennessee ESL student teachers (2017-2018)
Experienced in preparing students for EdTPA
WIDA ACCESS (English Language Proficiency Assessment) Trained Administrator (2015-2019)