

AlyciaCole



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PROFESSIONAL SUMMARY

Dedicated and innovative educator with over a decade of experience spanning secondary and post-secondary education. Committed to fostering an inclusive, engaging, and results-oriented learning environment, I thrive on designing and implementing dynamic curricula that cater to diverse learning styles. My strengths lie in creating interactive and technology-enhanced learning experiences, promoting critical thinking, and cultivating a passion for lifelong learning. As an adept leader, I've successfully guided teams through curriculum development, faculty collaboration, and strategic initiatives, consistently improving student outcomes. My ongoing commitment to professional development, research, and community engagement reflects my passion for advancing education and ensuring the success of both students and educators.

EDUCATION

DOCTOR OF EDUCATION, LITERACY CURRICULUM & INSTRUCTION

Utah State University – 4.0 GPA

Projected Graduation Date - December 2025

Chair: Dr. Nicole Pyle

MASTER OF ARTS (M.A.) IN ENGLISH

Weber State University, April 2018 – 3.95 GPA

BACHELOR OF SCIENCE (B.S.) IN SECONDARY ENGLISH EDUCATION

Weber State University, April 2012 – 3.55 GPA

EDUCATION (COURSEWORK ONLY)

M.ED. ESL ENDORSEMENT

Weber State University, 2013

Phonology/Syntax for ESL Teaching

Second Language Acquisition

M.ED. EDUCATION & TECHNOLOGY

Western Governors University, 2013

Language Theory & Acquisition

Foundations of Instructional Design

Instructional Design Production

Issues in Instructional Design

TEACHING EXPERIENCE

POST-SECONDARY EDUCATION

ENGL1010 CONCURRENT ENROLLMENT TEACHER (ADJUNCT)

Salt Lake Community College CE, August 2018–June 2022

- **Multigenre Emphasis:** Recognized for proficiency in teaching multigenres, fostering student creativity and expression beyond traditional essay formats.
- **Rhetorical Analysis Mastery:** Led students through extensive rhetorical analysis exercises, resulting in significant improvements in their ability to analyze and understand various rhetorical strategies.
- **Alignment with Threshold Concepts:** Maintained strong alignment with SLCC's threshold concepts, emphasizing writing as an active, civil engagement to cultivate critical thinking and rhetorical strength.

ENGL2010 CONCURRENT ENROLLMENT TEACHER (ADJUNCT)

Weber State University, August 2018–December 2019

Salt Lake Community College, January 2020– June 2022

- **Thematic Units on Ethical Implications:** Designed and implemented thematic units focusing on superheroes and dystopia, exploring their ethical implications in contemporary society.
- **Digital Project Creation:** Directed students in creating large digital projects, such as websites, where they developed different genres to present multiple perspectives on ethical controversies.
- **Expansion of Rhetorical Competencies:** Emphasized the expansion of rhetorical competencies, challenging students to engage in research syntheses and contribute to the broader discourse surrounding their topics.
- **Exemplary Ratings:** Received exemplary ratings for teaching, demonstrating a keen ability to guide students through complex and diverse writing projects.

ENGLISH TEACHING ASSISTANT (ADJUNCT)

ENGL1010, Weber State University, August 2017–December 2017

- **Holistic Writing Evaluation:** Conducted comprehensive assessments of student writing, emphasizing rhetorical analysis, synthesis, and research skills within interdisciplinary contexts.
- **Research-Centric Approach:** Instilled the importance of ongoing and imperative research in writing, guiding students to critically evaluate bias, accuracy, validity, and credibility of resources.
- **Innovative Engagement Strategies:** Recognized for fostering high student engagement by leveraging multimedia tools such as Canvas, mobile apps, films, podcasts, Adobe Spark, Kahoot, and collaboration boards.
- **Thematic Assignment Design:** Designed assignments with recurring themes (e.g., ecology and relationships), fostering critical thinking and synthesis among students.

SECONDARY EDUCATION

ELA11/ELA12/ELA12H EDUCATOR

Jordan High School, Canyons School District, August 2018–June 2022

- Designed and developed curriculum content, activities, and evaluation methods for in-person, online (Canvas), and blended learning environments as aligned with sequenced objectives and curriculum.
- Created an engaging classroom environment that encouraged student participation and learning.
- Utilized a variety of teaching strategies and educational technology tools to diversify instruction and improve student comprehension.
- Encouraged critical thinking, problem solving, and creativity among students.

DANCE TEACHER AND PROGRAM DIRECTOR

Eastmont Middle School, Canyons School District, August 2015–June 2017

- Implemented standards-based Fine Arts curriculum through creative movement units, historical analyses, performance evaluations, critique & reflection assessments, and synthesis projects.
- Expanded the dance program to nearly double its size within one year through strategic planning and community engagement.
- Successfully orchestrated professional dance productions, providing students with unique choreographic opportunities, showcasing their talents and creativity in live performances.

ELA7/ELA8R/ELA9R/ESL EDUCATOR

Evergreen Junior High, Granite School District, August 2012–June 2015

- Collaborated with grade level, special education, and departmental teachers to address individual differentiation and intervention needs, particularly for ED and SPED mainstreamed students.
- Dedicated myself to extensive professional development through trainings, certifications, and supplemental ESL endorsement courses. Successfully taught ESL I and ESL II students during the first two years of my career, leveraging WIDA standards, TESOL strategies, and a high focus on reading-writing connection activities.
- Achieved notable improvements in student success on standardized tests and reading inventory assessments in remedial ELA courses, resulting in a substantial 20% reduction in classroom sizes by the end of the year.

STUDENT TEACHING

Alta High School, Canyons School District, Spring, 2012

ELA10H, ELA11

- Emphasized informational and argumentative writing methods and literary analysis compositional patterns tailored to audience, purpose, genre, and task
- Promoted argument-driven writing structures, placing a significant emphasis on textual citation and rhetorical analysis

Dance I, Dance Co.

- Designed culturally themed units for both courses, centering around Fosse dance movement
- High emphasis on improvisation and student choreography
- Assisted in Dance Co. audition process

EDUCATIONAL LEADERSHIP

ENGLISH DEPARTMENT CHAIR

Jordan High School, Canyons School District, February 2020–June 2022

- Facilitated faculty collaboration on course development, assessment, and evaluation of student performance.
- Worked closely with administrators to develop new initiatives that improved student success outcomes in English language arts classes.
- Participated in faculty hiring and determined course schedules and coordinated teaching assignments
- Developed curricula and recommended curricula revisions and additions.

ENGLISH LANGUAGE ARTS PLC LEAD

Jordan High School, Canyons School District, August 2019–June 2022

- Collaborated with team leads to reshape the school's curriculum, ensuring vertical and horizontal alignment while maintaining fidelity to district objectives
- Organized and facilitated PLC meetings, fostering an environment of collaboration, data analysis, and cyclical teaching practices
- Collaborated with colleagues to create common text sets and assessments, ensuring consistency across grade levels and classrooms
- Implemented a mentoring system to support new ELA teachers and created department-wide book study

RESEARCH

GRADUATE RESEARCH ASSISTANT

Dr. Kessa Roberts, Utah State University Assistant Professor, Instructional Leadership

October, 2022 – May, 2023; January, 2024 – Present

- Conducted an in-depth literature review on K-12 educational leadership crisis management, analyzing over 60 publications.
- Systematically categorized and coded findings, synthesizing them into a comprehensive, thematically organized document. Enhanced the document with hyperlinks for textual citation references, creating a valuable and accessible resource.
- Collaborated with Dr. Kessa Roberts to present key insights at the Utah Rural Schools Conference, contributing to the discourse on crisis management in K-12 settings.

GRADUATE RESEARCH ASSISTANT

Dr. Jake Downs, Utah State University Assistant Professor, Literacy

March 2024 – Present

- Conducted an in-depth literature review on K-12 educational leadership crisis management, analyzing over 60 publications.
- Systematically categorized and coded findings, synthesizing them into a comprehensive, thematically organized document. Enhanced the document with hyperlinks for textual citation references, creating a valuable and accessible resource.
- Collaborated with Dr. Kessa Roberts to present key insights at the Utah Rural Schools Conference, contributing to the discourse on crisis management in K-12 settings.

LITERACY RESEARCH ASSISTANTSHIP

Dr. Nicole Pyle, Utah State University, Associate Professor, TEAL Grad Head, Literacy

January 2024–March 2024

- Independently researched content analysis methodology for analyzing technological themes in young adult science fiction novels. Synthesized findings into a comprehensive methodology overview, contributing to the professor's research project and potential publications.

LITERACY RESEARCH ASSISTANTSHIP

Dr. Amy Piotrowski, Utah State University, Associate Professor of English Education & TEAL

January 2023–April 2023

- Independently researched content analysis methodology for analyzing technological themes in young adult science fiction novels. Synthesized findings into a comprehensive methodology overview, contributing to the professor's research project and potential publications.

GRADUATE RESEARCH ASSISTANT

Dr. Christy Call, Assistant Professor & Director of English Teaching Program, Weber State University

August 2017–April 2018

- Conducted intensive research studies, providing detailed data analysis and producing discussion-based reports to inform program design and enhance ELA teaching pedagogies.
- Analyzed and interpreted data analysis results to draw inferences and conclusions.

LECTURES & PROFESSIONAL PRESENTATIONS

GUEST LECTURE

Utah State University, TEAL 6330 (Leadership in the School Community) – April, 4, 2023

“Critical Parent Engagement”

PROFESSIONAL DEVELOPMENT PRESENTER

Eastmont Middle School – Fall, 2016

“Instructional Priorities: Acquisition, Automaticity, & Application”

PUBLICATIONS

Cole, A., & Roberts, J. K. (2024). [Leveraging local assets in rural education: Book review of “The middle of somewhere: Rural education partnerships and innovation.”](#) *Journal of Research in Rural Education*, 40(4).

Under Review

Down, J., Cole, Alycia (2024) Promoting fluency for early adolescent readers: Using repeated reading in a wide range of texts with varying complexity. *Journal of Adult & Adolescent Literacy*.

CONFERENCES

PRESENTER

Association of Literacy Educators and Researchers (ALER), Orlando, FL. – November, 2024

Adolescent Writing

- “Breaking Genre Barriers, Empowering Identity: Repurposing the ‘This I Believe’ Project”
- Share how repurposing the “This I Believe” project empowers secondary students to break genre barriers and integrate authentic literacy practices. Gain insights for implementing the adaptable project while reflecting on its potential to promote critical literacy and cultivate agency and expression.

CO-PRESENTER

Utah Rural Schools Conference – July, 2023

Presented "Leading through Crisis: Highlighting best practices and key considerations for assessing and implementing crisis response plans in rural schools."

PRESENTER

Rocky Mountain Modern Language Association (RMMLA), Spokane, WA. – October, 2017

Children's Literature

"Uncovering Didacticism in Children's Gothic Literature: Neil Gaiman's Use of Danger and Fear as a Catalyst for Growth"

PROFESSIONAL DEVELOPMENT

MULTI-GENRE TRAINING; ADJUNCT RETREAT

Weber State University, Composition Department, 2017

WASATCH RANGE WRITING PROJECT

SUMMER INTENSIVE INSTITUTE, 2013

ADVANCED INSTITUTE, 2015

SIOP LEVEL I & II

Granite School District – Fall, 2013

WIDA TRAINING

Granite School District – Fall, 2012

PROFESSIONAL AFFILIATIONS

AERA: American Educational Research Association

2022–PRESENT

NCTE: National Council for Teachers of English

2012–PRESENT

UCTE: Utah Council for Teachers of English

2016–PRESENT

VOLUNTEER EXPERIENCE

READING PROGRAM VOLUNTEER

Project Read Utah, November 2023

Adult/ESL literacy instruction sessions with targeted intervention for adults

NOVEL COMMITTEE

Canyons School District, August 2020–June 2022

- Facilitated open dialogue between members to ensure agreement on key issues.
- Participated actively in discussions, offering constructive feedback when appropriate.
- Maintained accurate records of all decisions made during meetings, including minutes and reports.

BOARD OF DIRECTORS (SECRETARY)

Teachers for Hope (Non-profit), August 2016–August 2021

- Developed and implemented strategic plans to achieve non-profit outreach objectives.
- Led the development of events and communications that improved operational efficiency.
- Built strong relationships within the community by fostering partnerships with local schools needing supplies, support, and resources for local families.

INDEX ENTRY ASSISTANT

Weber State University, McFarland Publishing, August 2017–December 2017

CONFERENCE MODERATOR

National Undergraduate Literary Conference, Weber State University, September 2017

REFEREES

Dr. Kessa Roberts
Assistant Professor,
Educational Leadership

School of Teacher
Education &
Leadership
Utah State University

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Associate Professor,
Adolescent Literacy
and Secondary Ed.

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