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EDUCATION

Doctor of Philosophy, Indiana University. August 31, 1996. Field of study: Language Education/Literacy Studies.

Master's of Education, University of Hawaii--Manoa. Conferred May 1991. Field of study: Curriculum and Instruction/ Reading and Language Arts.

Professional Diploma in Education, University of Hawaii--Manoa. Conferred May 1987. Field of study: Elementary Education.

Bachelor's of Arts and Sciences, University of Hawaii--Manoa. Conferred May 1985. Field of study: Speech Communication.

EMPLOYMENT HISTORY

Professor, College of Education & Integrative Studies; California State Polytechnic University—Pomona. Awarded Fall 2005.

Tenure, College of Education & Integrative Studies; California State Polytechnic University — Pomona. Awarded Fall 2005.

Associate Professor, College of Education & Integrative Studies; California State Polytechnic University—Pomona. 2001 to 8/2005. Courses: Theory & Practice in Reading; Theory & Practice in Language Arts; graduate-level courses in literacy and curriculum.

Assistant Professor, Teachers College, Center for Curriculum and Instruction, Literacy Studies Group, University of Nebraska-Lincoln. 1996 to 2001. Courses: Reading Methods and Language Arts Methods; Qualitative Inquiry in Literacy; Assessment in Literacy; Reading Processes and Practices, Children's Literature; Curriculum in Inquiry/Multiple Ways of Knowing.

Associate Instructor, School of Education, Indiana University. 1992 to 1995. Courses taught: Language Arts Methods; Evaluation in Reading and Writing Instruction.

Lecturer, School of Education, University of Hawaii--Manoa. Spring 1991. Course taught: Elementary Reading Methods.

Elementary Teacher, Hawaii Department of Education. 1987-1991.

SCHOLARSHIP

Publications

Ching, S. and Pataray-Ching, J. (Forthcoming). Invited chapter. The Centrality of Hawaiian Mythology in Three Eras of Hawaii's Folklore. In Stephens, J. *Companion to International Children's Literature*. Routledge.

Hattori, T., Ching, S., and Pataray-Ching, J. (Under Review). Matters of Life and Death: Re-Imagining Power Transnationally in Asian American Children's Literature. *Language Arts Journal*.

Kersten, J., Apol, L., and Pataray-Ching, J. (2007). Exploring the role of children's literature in the 21st-century classroom. *Language Arts Journal*, 84 (3), 286-292. National Council of Teachers of English.

Pataray-Ching, J., with B. Kitt and V. Nguyen (2006). Inquiring into a Second Language and the Culture of School (2007, January 17). *NCTE Inbox: Improving Instruction for ELL/ESL Students* [Electronic Version]. Reprint.http://www.ncte.org/library/files/About_NCTE/Overview/inbox/1-17-07.html.

Pataray-Ching, J., with B. Kitt and V. Nguyen (2006). Inquiring into a Second Language and the Culture of School. *Language Arts Journal*, 83 (3), 248-257. National Council of Teachers of English.

This publication is peer-reviewed, drawing from original research. It is being published by the National Council of Teachers of English, the premier organization for English/Language Arts teachers, K-college with a membership of over 77,000 worldwide. In addition, the editor of this book is one of the leading scholars in this area who is respected both nationally and internationally. And based on the success of its previous volumes, this volume is expected to be an influential resource in this area. *Annotation:* This manuscript focuses on a Vietnamese kindergartner's literacy development in a culturally diverse, predominantly low-income school in the Midwest. Using theories in semiotics as an organizing frame, this manuscript describes how learner-generated inquiries enhance the language development of one Vietnamese kindergartner. It suggests the importance of creating environments that give ESL students the spaces to explore personal inquiries that may support their literacy learning, enabling them to participate more fully in their new environments. *Responsibility:* Pataray-Ching assumes full authorship for this research project. She collected data, analyzed it, and wrote the manuscript in its entirety. B. Kitt is the teacher whose class in which Pataray-Ching did her research and V. Nguyen served as the interpreter between the Pataray-Ching and the informant's Vietnamese father.

Youngquist, J. and Pataray-Ching, J. (2005). Revisiting "play": Analyzing and articulating acts of inquiry. In Rod Parker-Rees, Jenny Willan (Eds.) *Major Themes in Education: Early Years Education*. Routledge: United Kingdom.

This publication is a reprint of what was originally published in the *Early Education Journal* (2004). The publishers of Routledge are putting together a four-volume series on *Major Themes in Education*. Our piece will be published in the section *Early Years Education*. It is an honor to have our piece included in this volume. This manuscript is a result of a research project which originated in one of my graduate courses by one of my former graduate students. I have done 100% of the revisions to the original draft, but have listed myself as second author to help mentor my former graduate student into the field.

Abstract The early childhood profession needs to establish a different discourse to describe what has been referred to as "play" in early childhood. We draw from literature in inquiry theory to provide a theoretical lens for discussion and offer a model for inquiry through the Project Approach for the early childhood setting. The authors posit that early childhood educators need to clarify and extend the definition of play by distinguishing between play which occurs outside of the classroom as opposed to play which occurs as part of classroom curriculum. Further, educators need to develop the language for analyzing acts of inquiry and for articulating these processes to parents and the public. An examination of the inquiry process of one preschool learner offers one way to begin articulating classroom inquiry and demonstrates how each instance of inquiry is a complex, reflective, and semiotic act.

Youngquist, J. and Pataray-Ching, J. (2004). Revisiting "play": Analyzing and articulating acts of inquiry. *Early Childhood Education Journal*, 31(3), 171-8.

Early Child Education Journal is peer-reviewed with a 15% acceptance rate. This manuscript is a result of a research project which originated in one of my graduate courses by one of my former graduate students. I have done 100% of the revisions to the original draft, but have listed myself as second author to help mentor my former graduate student into the field.

Abstract The early childhood profession needs to establish a different discourse to describe what has been referred to as “play” in early childhood. We draw from literature in inquiry theory to provide a theoretical lens for discussion and offer a model for inquiry through the Project Approach for the early childhood setting. The authors posit that early childhood educators need to clarify and extend the definition of play by distinguishing between play which occurs outside of the classroom as opposed to play which occurs as part of classroom curriculum. Further, educators need to develop the language for analyzing acts of inquiry and for articulating these processes to parents and the public. An examination of the inquiry process of one preschool learner offers one way to begin articulating classroom inquiry and demonstrates how each instance of inquiry is a complex, reflective, and semiotic act.

Ching, S. and Pataray-Ching, J. (2003). Toward a socio-political framework for Asian-American children’s literature. *New Advocate*, 16(2), 123-128.

The New Advocate, the premier children’s literature journal published by Christopher-Gordon publishers. The journal has an acceptance rate of 10-20%. Pataray-Ching is responsible for 50% of the manuscript in which she analyzed works of children’s literature and forged connections between this literature and critical literacy and elementary education. This was the lead article in the journal.

Abstract. Multiethnic children’s literature, specifically Asian-American children’s literature, often shares a hybridity. Like adult Asian American literature, it reproduces mainstream assumptions regarding race and culture while it simultaneously revises the ideological and cultural landscapes. Because of these dual intentions—to conform and to revise—the selection and application of Asian-American children’s literature necessitates a socio-political lens that moves beyond finite lists based predominantly on textual and illustrative characteristics. We provide one socio-political lens that moves beyond finite criteria and more effectively articulates the complexities of both culture and publishing. We begin by asking two questions: What are the master narratives that currently exemplify Asian-America in the Asian-American imagination and in the popular American imagination? What other unidentified or less traveled routes challenge and complicate these narratives, expanding the possibilities of Asian-American identity, memory, and political activism?

Pataray-Ching, J. and Roberson, M. (2002). Underlying Beliefs of a Curriculum-as-Inquiry Framework: Strengthening Connections Between Theory and Practice. *Language Arts*, 79(6), 498-505.

The *Language Arts* journal is a refereed journal for elementary language arts teachers and the leading journal for the elementary section of the National Council of Teachers of English, the largest and premier organization for English and Language Arts teachers K-college. The journal has an acceptance rate of 6-10%. Pataray-Ching is responsible for 90% of the written portion of the manuscript, writing, revising, and editing the manuscript. Pataray-Ching’s co-author provided feedback and further ideas on each draft.

Ching, S. and Pataray-Ching, J. (2002). Memory as Travel in Asian-American Children’s Literature: Cross-Generational Memory Bridging Home and School. *The New Advocate*, 15,(1), 23-34.

The New Advocate, the premier children’s literature journal published by Christopher-Gordon publishers. The journal has an acceptance rate of 10-20%. Pataray-Ching is responsible for 50% of the manuscript in which she has researched, reviewed and analyzed several Asian and Asian-American children’s literature. In addition, Pataray-Ching organized the books around cultural memory’s four functions of travel—recovering ancestry and cultural heritage, recovering memory

through cultural change, recovering memory as catharsis, and recovering intercultural memory through border crossings. The first author of the manuscript wrote the theoretical frame for the manuscript and reviewed the children's literature used in the manuscript.

Pataray-Ching, J. and Ching, S., with Wendelin, K., Mokulehua, J., Frank, B.J., Kimura, A., Leahey, P., McEntarffer, B., Omalza, S., and Wallace, D. (2001). Talking About Books: Supporting and Questioning Representation. *Language Arts Journal*, 78(9), 476-484.

This article is published by the National Council of Teachers of English, the premier organization for English/Language Arts teachers, K-college, with a membership of over 77,000 members worldwide. The *Language Arts Journal* has an acceptance rate of 6-10%. Annotation: In this article, Pataray-Ching and her co-author analyze and review Asian, Asian-American and Polynesian children's literature from a cultural theoretical perspective, 1999-2000 copyrights. Working within Clifford's museum metaphor, Pataray-Ching and co-author identify several complexities involved in constructing a multicultural book review list such as determining authenticity, vesting authority in insider or outsider perspectives, and achieving equitable representation. Distribution of Responsibility: Pataray-Ching and her co-author equally shared the responsibilities for writing up this article. Pataray-Ching wrote the theoretical frame for the beginning part of the manuscript and the second author wrote the theoretical frame for the ending, and revised and edited ongoing drafts. In addition, Pataray-Ching solicited scores of publishers for children's books fitting the Asian, Asian-American and Polynesian children's literature theme, set up a data base to organize the hundreds of books received and requested, organized book review committees across two states, and worked directly with the Talking About Books editor for guidelines and feedback on the project and manuscript. Moreover, Pataray-Ching and co-author encourage readers to use their list in constructing multicultural classrooms while simultaneously reflecting on the issues complicating readers' own review processes.

Pataray-Ching, J., Crawford T. Kimura, A., Leahey, P., Maeshiro, M., Mokulehua, J., Omalza, S., Omura, M., Phillips, K., Sumida, A., and Wendelin, K. (2000). Asian, Asian American and Hawaii Voices, 1996-1998 copyrights. In K.M. Pierce (Ed.). *Adventuring With Books, 12th Edition*. National Council of Teachers of English.

This manuscript is published by the National Council of Teachers of English, the premier organization for English/Language Arts teachers, K-college, with a membership of over 77,000 worldwide. This is the twelfth volume of this series and the editors of these volumes are known as leaders in this area. Moreover, the other authors in this volume are top scholars in literacy and children's literature. Thus, based on the success of previous volumes in this series, this volume expects to make a significant impact in the field of children's literature. Since its publication, NCTE has sold over a thousand copies. Annotation: In this chapter, Pataray-Ching highlights 7 themes around which she draws from cultural theory to organize her theoretical frame and analysis of books. She analyzed each of the selected children's books to fit within the framework. Through these themes Pataray-Ching shows sensitivity to the political function of story-as-art-form and select works that are both aesthetically exciting and culturally enabling. Distribution of Responsibility: Pataray-Ching assumes 90% of the project. She served as the site editor, wrote the theoretical frame for the article, and she organizes the review. In addition, Pataray-Ching solicited scores of publishers for Asian, Asian-American and Hawaii Pacific children's literature, set up a data base to organize the hundreds of books received and requested, organized book review committees across two states, revised and edited each of the book reviews written by contributing book reviewers for this chapter, and worked directly with the Adventuring With Books editor and other chapters' authors to ensure consistency and quality throughout the book. The rest of the authors served as book reviewers for this chapter, each contributing a select handful of book reviews.

Pataray-Ching, J., with D. Kavanaugh-Anderson (1999). Supporting learner-generated inquiries. *Educational Forum*, 64 (1), 59-66.

The Educational Forum is published by Kappa Delta Pi, an International Honor Society in Education. Their journal is in more than 1500 libraries with more than 300 outside the United States, extending to 90 countries. In addition 55% of the readership are university professors, 30% are classroom teachers, and 15% are education students. The *Educational Forum* has a 6-10% acceptance rate. Annotation: This manuscript posits that when children develop a theoretical understanding of inquiry as a way of perceiving the world, their personal and meaningful inquiries drive learning and the curriculum. Moreover, by addressing critical issues that arise in the changing curriculum and by examining evidence of personal and meaningful inquiries of two students, Pataray-Ching contends that supporting learner-generated inquiries, as opposed to teacher-organized inquiries, is crucial in learners' intellectual and social development for a more democratic society. Distribution of Responsibilities: Pataray-Ching is the principle researcher in this project. She did research in D. Kavanaugh-Anderson's multi-age classroom. Pataray-Ching collected and analyzed the data and wrote 100% of the manuscript.

Pataray-Ching, J., with D. Kavanaugh-Anderson (1998). What happens when children pose inquiry questions that disagree with society's moral and ethical beliefs? *Educational Forum*, 63(1), 73-78.

The Educational Forum is published by Kappa Delta Pi, an International Honor Society in Education. Their journal is in more than 1500 libraries with more than 300 outside the United States, extending to 90 countries. In addition 55% of the readership are university professors, 30% are classroom teachers, and 15% are education students. The *Educational Forum* has a 6-10% acceptance rate. Annotation: This article examines the potential challenges of an inquiry-based curriculum when children pose questions that disagree with society's moral and ethical beliefs. Pataray-Ching contends that because our morals and ethics are culturally rooted within different contexts of knowing, it is not enough to simply tell children when their inquiry questions are morally and ethically unacceptable. Instead, we must invite them into discussions for further inquiry. Teachers must help learners understand various contexts of knowing and various perspectives of what is accepted as a moral and ethical posture. Teachers must explore with students the importance of negotiating themselves within and across social boundaries. Distribution of Responsibilities: Pataray-Ching was the principle researcher in this project. She did research in D. Kavanaugh-Anderson's multi-age classroom. She collected and analyzed the data and wrote the 100% of the manuscript.

Moeller, A. & Pataray-Ching, J. (1998). Effective FLES programs: A partnership among schools, departments, colleges and community. In M. Met (Ed.), *Critical issues in early second language learning: Building for our children's future*, 294-306. Glenview, IL: Addison-Wesley Educational Publishers, Inc.

Annotation: This chapter contends that an important factor in developing an effective foreign language and English as a second language teacher preparation program offers both theoretical and practical experiences for the pre-service teacher. Such a program involves school and university partnerships, hands-on experiences throughout the teacher preparation program, appropriate methodology that gives the pre-service teacher background in child development and in first and second language acquisition. The Foreign Language in the Elementary School (FLES) program in Teachers College at the University of Nebraska-Lincoln is described. Distribution of Responsibilities: Pataray-Ching assumes 50% of the work. She wrote the first half of the chapter, describing the elementary teacher preparation program at University of Nebraska—Lincoln as well as the theoretical review of the research in language development in young children and its importance in pre-service teachers' training for effective ESL and foreign language teaching. The publisher has sold 1738 copies.

Ching, J.P. (1996). Moving from a teacher-generated to a learners-generated inquiry curriculum within a multiple ways of knowing framework: Issues and challenges. *Dissertation Abstracts International*, 57(07A), 2829. (UMI No. 9640111)

Ching, J. P. (1994). Literature response guide & literature circles forms. In L. B. Bird, K. S. Goodman & Y. M. Goodman (Eds.). *The whole language catalog: Forms for authentic assessment* pp. 179-180. Santa Rosa, CA: SRA Division of the Macmillan/McGraw Hill School Publishing Company.

This form was selected from among hundreds of teacher-proof forms to be included in this volume. Two of the editors are considered two of the top scholars in the field of reading education, making this volume nationally and internationally recognized in the field of literacy education.

Ching, J. P. (1993). *Using art as a means of language development and of finding one's voice: One case study of an ESL learner*. (Report No. CS 214 479). Honolulu, HI. (ERIC Document Reproduction Service No. ED 373 351).

Annotation: This manuscript is based on original research. In this article, Nam, a Vietnamese first grader from China, learns to overcome obstacles of oral language development and communication through a supportive multiple ways of knowing environment. Through this process, he finds a voice, an avenue through which he can express himself through story making and art, thus enhancing his language skills and gaining acceptance among his classroom community.

Ching, J. P. & Slaughter, Helen B. (1992). Holistic evaluation: Teachers, students, peers, and parents contribute. In K. Goodman, L. B. Bird & Y. M. Goodman (Eds.). *The whole language catalog: Supplement on authentic assessment* (p. 130-131). Santa Rosa, CA: SRA Macmillan/McGraw-Hill.

Annotation: This article is based on original research and contends that effective assessment must include more than one perspective of the student's literacy development. Instead, it must include several sources of information—including the teacher's, student's, the student's peers, and the student's parents—to form a more complete, holistic perspective of student progress.

Distribution of Responsibility: Ching wrote 100% of the article and her co-author provided extensive feedback.

Grant Proposals & Awards

Co-Investigator—California State Polytechnic University, Pomona, I&IT's DOLCE to improve technology in Master's program, 2005-2006. Rejected.

Principal Investigator—California State Polytechnic University, Pomona's Sabbatical award to work on book on *Writing Miscue Assessment Research*. 2005-2006. **Granted.**

Principal Investigator—California State Polytechnic University, Pomona's FDAC award on *Writing Miscue Assessment*, '04-'05. Requested: \$5000. **Funded.**

Principal Investigator—California State Polytechnic University, Pomona's RSCA grant on *Writing Miscue Inventory*, '04-'05. Requested: \$5000. **Funded.**

Principal Investigator—University of California Office of the President's California's Subject Matter Project: *The National Council of Teachers of English National Network Reading Initiative: Long-term Professional Development*. Requested: \$130,000. Rejected.

Principal Investigator—California State Polytechnic University, Pomona's Academic Affairs Faculty Professional Development and Research Mini-Grant Requested: \$4938. **Funded.**

Principal Investigator—California State Polytechnic University, Pomona's Mini-grant Program for faculty development. **Funded.** \$725

Co-Principle Investigator—Department of Health and Human Services (1999). *Effects of ESL-Focused Guided Reading & Parent Involvement on Hispanic Bilingual Primary Level Students*. Submitted/Re-submit with revisions.

Principal Investigator—Layman Award (1998). *Examining Children's Reading and Writing Development*. **Funded**. \$7500

Principal Investigator—Layman Award (1997). *Inquiry-Based Curriculum Through Multiple Ways of Knowing*. Submitted/Rejected. \$7500

Conferences

National/International

Pataray-Ching, J. (2008). Taking Stock: What Asian American Children's Literature Is, Is Not, and Could Be. Panel presentation with Stuart Ching and Lara Torii. Meeting at the National Council of Teachers of English. San Antonio, TX. November 20-23.

Ching, S. & Pataray-Ching, J. (2006). Complicating Race: A Needed Voice in Asian American Children's Literature, Filipino American Resources. Compleat Educators, Compleat Students: Promoting The Wholeness Of Our Students In Controversial Literary Contexts. Meeting at the National Council of Teachers of English. Nashville, Tennessee. November 16-22.

Pataray-Ching, J. (2005). *Writing Miscue Inventory*. Harste/Burke Retirement Conference—Indiana University. Bloomington, IN. May 21-24, 2005.

Pataray-Ching, J. (2003). Toward a Socio-Political Framework for Multiethnic Children's Literature. Meeting at the National Reading Conference. Scottsdale, AZ. December 4-7.

Pataray-Ching, J. (2002). "Ethnicity as Inquiry: More than Cultural Celebration Day." When Celebration is Not Enough: Thinking About Diversity Through Literature. Meeting at the National Council of Teachers of English 92nd annual Convention. Atlanta, GA. November 21-26.

Ching, S. & Pataray-Ching, J. (2001). "Their Identities Live Within These Books": Affirming and Reinventing Cultural Memory in a Multicultural Mid-Western Classroom. Meeting at the National Council of Teachers of English 91st Annual Convention. Baltimore, MD. November 15-20.

Pataray-Ching, J., Chiki, F., & Muise, M. (2001). So What Exactly is Inquiry-Based Instruction? How Do You Support It? How Do You Make It Critical? Roundtable with teachers, teacher educators, and administrators involved in inquiry-based education across the United States and Canada. Harste, J.C. & Menosky, D. (Session Chairpersons). Meeting at the 12th Annual International Whole Language Umbrella Conference of NCTE. Chicago, IL. July 26-29.

Pataray-Ching, J. (2001). Moving Beyond the Textual Model of Composing: Generating a Discourse for Reflecting on Children's Inquiries. Paper presented at the Center for the Expansion of Language and Thinking Annual Meeting at the 12th Annual International Whole Language Umbrella Conference of NCTE. Chicago, IL. July 25.

Ching, S. and Pataray-Ching, J. (2000). Cross-Generational Memory Bridging Home and School. Meeting at the National Reading 50th Annual Conference. November 29 - December 2, 2000.

Pataray-Ching, J. (2000). Making Knowledge Through Learner-Generated Inquiries. Meeting at the National Council of Teachers of English 90th Annual Convention. Milwaukee, Wisconsin. November 16-21, 2000.

Roberson, M., Pataray-Ching, J., & Bussert-Webb, K. (2000). Selecting Children's Literature that Promotes Inquiry Thinking. Meeting at the Whole Language Umbrella 11th Annual Conference of NCTE. Nashville, Tennessee. July 27-30, 2000.

- Crawford, T. & J. Pataray-Ching (1999). Using Children's Literature to Inquire Through Multicultural Perspectives on World War II. Meeting at the National Council of Teachers of English 89th Annual Convention. Denver, Colorado, November 18-21, 1999.
- Pataray-Ching, J. (1999). Do Whole Language Classrooms Inherently Involve Learner-Generated Inquiries? Meeting at the International Whole Language Umbrella 10th Annual Conference of NCTE. Rochester, New York. August 4-8, 1999.
- Roberson, M. & Pataray-Ching, J. (1998). Myths and misconceptions of inquiry curriculum: Moving from theory to practice. Meeting at the International Whole Language Umbrella 9th Annual Conference of NCTE. Charlotte, North Carolina.
- Pataray-Ching, J. (1997). What happens when children pose inquiry questions that disagree with society's moral and ethical beliefs?: Negotiating self or selves within and across social boundaries. Session Title: Dangerous Questions; Powerful Words. Paper presented at the National Council of Teachers of English. Detroit, Michigan.
- Roberson, M. & Ching, J.P. (1997). Workshop presentation: Implementing a Philosophically-Based Inquiry Curriculum. Meeting at the International Whole Language Umbrella Annual Conference. Seattle/Bellevue, Washington.
- Ching, J.P. & Roberson, M. (1996). Unlocking our personal narratives through sign systems: Understanding and encouraging diversity in a complex global society. Part of a one-day workshop on A Day of Whole Language: Imagining Our Possibilities. Meeting at the National Council of Teachers of English Annual Convention and Exposition. Chicago, Illinois.
- Ching, J.P. & Roberson, M. (1996). Exploring perspectives within an inquiry curriculum. Meeting at the Seventh Annual Whole Language Umbrella International Conference. St. Paul, Minnesota.
- Ching, J. P. (1995). Understanding, valuing, and encouraging alternative sign systems as support systems to written expression. One-day workshop on Living a multiple-ways-of-knowing inquiry curriculum. Meeting at the National Council of Teachers of English Annual Convention and Exposition. San Diego, California.
- Ching, J. P. (1995). Reflections of inquiry-based curricula: Inviting student voice. One-day Workshop on Thinking About Talking in the Classroom. Meeting at the National Council of Teachers of English Annual Convention and Exposition. San Diego, California.
- Ching, J. P. & Roberson, M. (1995). Weaving inquiry curricula: Common threads, unique tapestries. Meeting at the Sixth Annual Whole Language Umbrella International Conference. Windsor, Ontario, Canada.
- Ching, J. P. (1995). Understanding, valuing, and encouraging alternative sign systems as support systems to written expression. Meeting at the National Council of Teachers of English Spring Conference. Minneapolis, Minnesota.
- Ching, J. P. (1994). Multiple perspectives transmediated through multiple sign systems. Meeting at the National Reading Conference. San Diego, California.
- Ching, J. P. & Kavanaugh, D. (1994). Inquiry and transmediation: Students value learning and knowing through multiple ways. Meeting at the Fifth Annual Whole Language Umbrella International Conference. San Diego, California.
- Ching, J. P., Nieves, A., & Choudhury, P. (1993). Exploring alternate ways of knowing with elementary pre-service teachers. Meeting at the National Reading Conference. Charleston, South Carolina.
- Ching, J. P. & Albers, M. (1993). Poetry workshop: Finding the strength in student voice. Meeting at the Fourth Annual Whole Language Umbrella International Conference. Winnipeg, Manitoba, Canada.

Other Presentations In The Local Community

- Ching, J.P. (1997). Introduction to Implementing an Inquiry Curriculum. Meeting at the Lincoln Public School's District Staff Development Workshop. Cavett Elementary.
- Ching, J. P. & Kavanaugh, D. (1995, June). Implementing an inquiry-based curriculum in the elementary classroom. Meeting at the Phi Delta Kappa and Center for Reading and Language Studies Summer Reading Conference. Bloomington, Indiana.
- Kavanaugh, D. & Ching, J. P. (1994, February). Money!!! Multiple ways of knowing. Meeting at the Whole Language Umbrella Teleconference and Annual State T.A.W.L. Conference. Ellettsville, Indiana.
- Ching, J. P. (1993, November). Improving the quality of student writing. Meeting at the Center for Reading and Language Studies Fall Language Arts Conference. Bloomington, Indiana.

TEACHING DUTIES

- GED 542 Curriculum & Instruction
GED 504 Education of the Minority
GED 595 Accomplished Teacher
GED 592 Learning & Instruction
TED 499 Independent Study
TED 406 Pedagogical Foundations (Educational Psychology)
TED 443 Theory & Practice in Reading, California State Polytechnic University, Pomona
TED 444 Theory & Practice in Language Arts, California State Polytechnic University, Pomona
GED 520 Diagnosis, Assessment, and Evaluation
GED 525 Professional Development in Literacy, California State Polytechnic University, Pomona
GED 542 Integrating Curriculum & Instruction in Multicultural Schools, California State Polytechnic University, Pomona
GED 596 Language, Literacy, and Human Development
GED 690 Seminar in Educational Research
GED 691 Directed Study
GED 693 Conducting Educational Research
GED 695 Master's Project
GED 696 Master's Thesis
CURR 311 Reading Methods, University of Nebraska—Lincoln
CURR 313 Language Arts Methods, University of Nebraska—Lincoln
CURR 403 Student Teaching Seminar; supervisor, University of Nebraska—Lincoln
CURR 802 Children's Literature, University of Nebraska—Lincoln
CURR 811 Literacy in the Elementary Schools; ESL Literacy in the Elementary Schools, University of Nebraska—Lincoln
CURR 886 Assessment, Evaluation, and Remedial Instruction in School Literacy, University of Nebraska—Lincoln
CURR 950 Contextual Research in English/Language Arts, University of Nebraska—Lincoln
CURR 986 Seminar in Assessment and Instruction in School, University of Nebraska—Lincoln
CURR 990 Inquiry/Multiple Ways of Knowing, University of Nebraska—Lincoln

SERVICE

Department

- Single Subject Search Committee, chairperson 2015-16
EdD Search Committee, member, 2015-16
History Social Science Search Committee, member, 2015-2016
RTP revision committee, chairperson, 2015-16
Doctoral Program committee, member, 2013-present

Master's Culminating Experience Committee, chairperson, ongoing
 Graduates: Brittany Heacock, Stephanie Rangel, Sharon Pedersen, Chris Ysais

Doctoral Dissertation Chairperson, 2015-2016
 Mikara Gallegos and Rosa Corona

Doctoral Dissertation Committee Reader, 2015-2016
 June Sakaue

Early Childhood Visiting Professor Search Committee, chairperson, 2015

Literacy Search Committee, chairperson 2012-13

Reading and Literacy Added Authorization, co-chairperson 2008-11

Graduate Review for Curriculum & Instruction, member 2011

NCATE/Common Standards committee member, 2011

Strategic Planning Committee member 2010-11

RTP chairperson, 2008-2009, 2009-2010

Reading Certificate Program Application, 2007-2008.

Member, Faculty Review Panel for Grievance Appeals, SB-1212, 2007-2008.

RTP committee member, 2006-2007.

RTP revision subcommittee chairperson 2006-2007, California State Polytechnic University, Pomona.

Member Budget Committee 2002-2008, California State Polytechnic University, Pomona.

Co-Chairperson College Budget Committee 2007-2008, California State Polytechnic University, Pomona.

Coordinator of Curriculum & Instruction 2004-2005. California State Polytechnic University, Pomona.

Chairperson for Dept. Budget Committee 2003-2005. California State Polytechnic University, Pomona.

Coordinator of Teaching Observations for Adjunct Faculty, California State Polytechnic University, Pomona, 2002-2003

Coordinator of Literacy Program—Credential/Graduate, California State Polytechnic University, Pomona

Coordinator of Literacy Area for State Accreditation Program, California State Polytechnic University, Pomona

Coordinator of literacy resource materials for the Education Department resource room. California State Polytechnic University, Pomona.

Coordinator of the RTP advisory committee, California State Polytechnic University, Pomona 2001-2002.

Liaison to the media on Reading matters, California State Polytechnic University, Pomona 2001-present

Faculty advisor—interviewing candidates for the credential program; course equivalency checks, California State Polytechnic University, Pomona. 2001-present

Undergraduate Program Improvement Committee 1997 to 2000, chairperson 1998-1999, University of Nebraska-Lincoln.

- Grade appeal
- Grade inflation ad hoc
- Program proposals
- Aligning elementary, middle, and secondary to INTASC standards.
- Aligning College Outcomes to INTASC standards.

Advisor—21 master's advisees in Reading, Language, and Library Media, University of Nebraska-Lincoln.

Elementary Education Steering Committee—1996-2001, University of Nebraska-Lincoln.

- Rubric for selective admissions
- Program development
- Web portfolio
- Aligning web portfolio to INTASC standards
- Reader for selective admissions portfolios
- Interviewer for selective admissions

- Shortening the program ad hoc
- Post-baccalaureate program

Improving/Maintaining/Updating faculty website: <http://tc.unl.edu/jpc>, University of Nebraska-Lincoln.

Center for Curriculum & Instruction's Literacy Studies Group chairperson 1998-1999, University of Nebraska-Lincoln.

Elementary Program Advisory Chairperson (1997 to 1999), University of Nebraska-Lincoln.

- Responding to cooperating teachers' needs and questions
- Survey of cooperating teachers and practicum pre-service teachers' views of the program
- Liaison between ETEP and cooperating teachers

Search Committees: Children's literature, Literacy (2), Foundations, Social Studies, Mathematics, University of Nebraska-Lincoln.

College

College RTP committee, member 2011-2013, 2015-2018

Student Appeals & Grievance Chairperson, 2008-2010.

Co-chairperson College Budget Committee, 2006-2007, California State Polytechnic University.

Committee member of the College Budget Committee, 2003-present, California State Polytechnic University, Pomona.

Teachers College Curriculum Committee 1998 to 1999, University of Nebraska-Lincoln.

Commencement—faculty participant, 1996-2000, University of Nebraska-Lincoln.

NCATE steering committee, 1997, University of Nebraska-Lincoln

Teachers College 90th anniversary committee, University of Nebraska-Lincoln

Marshall Corp. substitute for 1997-1998: winter commencement, honors convocation, spring commencement, University of Nebraska-Lincoln.

University

Independent Review Committee—2011-present

Doctoral Planning Committee, member—2009-2011

Professional Leave Committee member—2008-2010.

Post-Promotion Increase Appeals Committee member—2009-2010.

Co-Chairperson—Faculty Development Advisory Committee, 2003-2005, California State Polytechnic University, Pomona

Reviewer—*Journal of Interdisciplinary Studies*, California State Polytechnic University, Pomona.

Member—Faculty Development Advisory Committee, 2002-2005, California State Polytechnic University, Pomona.

Member—Research Council, 2002-2004, California State Polytechnic University, Pomona

Los Angeles Basin Policymakers' Literacy Forum—University representative, California State Polytechnic University, Pomona

Reading Matters—University spokesperson on Reading concerns and issues raised in the community, California State Polytechnic University, Pomona.

Nebraska University Literacy Studies Group, member. 1996 – 2001, University of Nebraska-Lincoln.

Local Community

Riley Talent Show, 2011-present.

Riley EL Advisory Committee, 2011-2015.

Riley VIP, 2007-present.

Riley School Site Council member, 2009-2011.

Riley PTA member, 2009-present. Activities: PTA newsletter editor (recognized for Outstanding Newsletter), Science Inquiry Committee.

Riley PTA member, 2008-2009. Activities: Praise, Recognition, and Thanks Award (2008-2009).

Riley Elementary PTA for Board member, PTA Teachers' luncheon, PTA Teacher Appreciation Week, PTA newsletter, PTA mailbag, PTA Family night on family inquiries, DonorsChoose.org for teachers, Fundraisers with local grocers, Local DonorsChoose with Riley, Writing Inquiry Assessment Research Study.

Riley Newsletter Chairperson, 2008-2009, 2009-2010, 2010-2011, 2011-2012.

Riley PTA Newsletter committee, 2007-2008.

Tutor—Barton Elementary School, Long Beach with K-5 students on reading and writing development.

Mentor—I-Poly High School student on inquiry project on literacy.

Coordinator for the Saturday Tutoring Program for Struggling Readers in Pomona Unified District, California State Polytechnic University, Pomona.

Interviewed by one middle-school student on his research on “The Job of a Professor,” California State Polytechnic University, Pomona

Interviewed by one middle-school student on her research on “How Reading Influenced my Life,” California State Polytechnic University, Pomona

LPSDO Statewide Assessment steering committee July 2000, University of Nebraska-Lincoln.

Involvement in K-12 schools—Elliott Elementary School, 1996-2000. Working directly with children in Kindergarten, first- and second-grades, and in an ESL classroom, University of Nebraska-Lincoln.

Teacher Study Group—Monthly meetings with 6 teachers in Lincoln Public Schools, studying inquiry-based curriculum, 1999-2000, University of Nebraska-Lincoln.

School Enhancement Appreciation Coalition—A grassroots organization for the betterment of K-12 schools, member, 1999-2000, University of Nebraska-Lincoln.

Search committee—Lincoln Public Schools K-5 Reading/Language Arts Consultant, 1999, University of Nebraska-Lincoln.

Interview Lincoln Journal Star on Reading war: Phonics or Whole Language? by Martha Stoddard. Appeared in February 22, 1998, University of Nebraska-Lincoln.

National

Center for the Advancement of Reading, 2012-present.

Guest Reviewer, Editorial Review Board for *Language Arts*, premier journal for Elementary English educators for the National Council of Teachers of English, 2014.

Editorial Board, National Council of Teachers of English, 2011-2013.

CELT Board Member at-large, 2008-2010.

CELT Executive Board ballot nominee, 2007-2008

Local Planning Committee Member—National Council of Teachers of English Conference, November 20-23, 2003, San Francisco, CA.

Member—Future Leaders Advisory Council for NCTE conference, supporting new members and members of color.

Reviewer— Editorial Board for *Language Arts*, premier journal for Elementary English educators for the National Council of Teachers of English, 2002-2005.

Chairperson—Membership Committee for the Center for the Expansion of Language and Thinking, 2001-2004.

Chairperson—Interest Action Group on Inquiry/Multiple Ways of Knowing for the Whole Language Umbrella organization. See self-authored website at <http://tc.unl.edu/jpc/inquiry>. 1997-present.

Member—Program committee member for the Center for the Expansion of Language and Thinking organization. 1998-2001.

Reviewer—AERA proposals, Division K for AERA 2000.

International Whole Language Umbrella 9th Annual Conference of NCTE. Bell Ringer Session Opener, August 7,8, 1998.

Honors & Awards

Riley PTA Newsletter—Recognized for Outstanding Newsletter 2009-2010.

Elected—National Council of Teachers of English Conference on English Education Nominating Committee, 2004-2005.

Named to the Future NCTE Leaders of Color leadership group by the Executive Committee of the National Council of Teachers of English who is committed to supporting sophisticated, diverse, and visionary leaders in the organization, so that NCTE may more effectively advance the teaching and learning of English language arts at all scholastic levels. July 26-29, 2003—California State Polytechnic University, Pomona.

Nominee—National Council of Teachers of English Steering Committee, Elementary Section, 2003-2007.

Nominee—National Council of Teachers of English Elementary Section Nominating Committee, 2001.

President's Travel Fund Spring 2002--\$200 for the International Reading Association Conference in San Francisco, California.

President's Travel Fund Fall 2001—\$360 for the National Council of Teachers of English National Conference in Baltimore, Maryland.

Professional Organizations

Center for the Education of Learning and Thinking 1997 to present

Phi Delta Kappa International, 2003 to present

National Council of Teachers of English, 1996 to present

International Reading Association, 1996 to present

Whole Language Umbrella of NCTE, 1992 to present

American Educational Research Association, 1996 to 2001

Educational Leadership 2001-present

Lincoln Teachers Applying Whole Language, 1996 to 1997