

ERICA STEINITZ HOLYOKE

School of Education and Human Development | Responsive Literacy Education

University of Colorado Denver

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## CURRENT APPOINTMENT

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### **Assistant Professor, Responsive Literacy Education**

School of Education and Human Development

University of Colorado Denver

## EDUCATION

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- Ph.D. The University of Texas at Austin, *May 2021*  
*Curriculum and Instruction, Language and Literacy Studies*  
**Committee:** Dr. Melissa Wetzel (chair), Dr. Beth Maloch, Dr. Terrance Green, Dr. Anthony Brown, Dr. Molly Wiebe  
**Dissertation Title:** *Literacies, Justice, and Love in Early Childhood Teaching and Teacher Preparation*
- Post-Bacc Angelo State University, *December 2016*  
 Principal/Administration Certification Program
- M.Ed. The University of Texas at Austin, *June 2012*  
*Multicultural Special Education; Master Reading Teacher Certification; Kappa Delta Pi Member; Phi Kappa Phi Member*
- B.A. Tufts University, *May 2008*  
*Peace & Justice Studies; Child Development; EC -6 Teacher Cert.; Magna Cum Laude*

## PUBLISHED MANUSCRIPTS

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Fletcher, L., & **Holyoke, E.** (2023). *Reading the Word and World Through Activism: A Critical Content Analysis of Children's Literature*. Conditional Acceptance.

Chen, X., Fletcher, L., Castagno-Dysart, D., Popp, J., Rose, C., & **Holyoke, E.** (2022). Are we practicing what we teach?": A multi-institution self-study on activism and culturally sustaining pedagogy. *Educational Research and Development Journal*, 25(2), 32-52.

**Holyoke, E.** (2021). A Kindergarten Case Study: Community and Belonging Through Layered Pedagogies of Instruction and Restorative Justice. *Perspectives on Early Childhood Psychology and Education* 6(3), 209 - 250.

Wetzel, M., Bautista-Morales, N., & **Steinitz Holyoke, E.** (2020). Mentoring to Transgress: Practicing Inspection, Reciprocity and Hope in Teacher Education. *Pedagogies: An International Journal*, 1-18.

Lammert, C., & **Steinitz Holyoke, E. B.** (2020). Supporting English Learners through Practice-Based Research. *Reading Horizons: A Journal of Literacy and Language Arts*, 59(1), 24-40.

Hoffman, J. V., Svrcek, N., Lammert, C., Daly-Lesch, A., **Steinitz, E.**, Greeter, E., & DeJulio, S. (2019). A research review of literacy tutoring and mentoring in initial teacher preparation: Toward practices that can transform teaching. *Journal of Literacy Research*, 51(2), 233-251.

Wetzel, M. M., Vlach, S. K., Svrcek, N. S., **Steinitz, E.**, Omogun, L., Salmerón, C., Batista-Morales, N., Taylor, L., & Villarreal, D. (2019). Preparing teachers with sociocultural knowledge in literacy: A literature review. *Journal of Literacy Research*, 51(2), 138-157.

**Steinitz, E.** & Wilson, E. (2019, October 21). Empowered young writers. *Writers Who Care*  
<https://writerswhocare.wordpress.com/2019/10/21/empowering-young-writers/>

## BOOK CHAPTERS AND BOOKS

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Soto-Hendrix, A., **Holyoke, E.**, Dunham, H., Wetzel, M. (2022). Culturally Sustaining Pedagogies: Amplifying Youth Critical Consciousness in Classrooms. In S.C. Cantrell, D. Walker-Dalhouse, & A. M. Lazar (Eds.), *Culturally Sustaining Literacy Pedagogies: Honoring Students' Heritages, Literacies, and Languages*. Teachers College Press.

Wetzel, M.M., **Holyoke, E.**, Dunham, H., Alexander, K., & Collins, C. (2022). *Literacy Coaching for Social Justice, Teacher Learning and Transformation*. Book in Press.

## MANUSCRIPTS UNDER REVIEW

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Ries, L., **Holyoke, E.**, Dunham, H., Young, M., Wetzel, M., Garcia, C., Payne, K., Wilhelm, A., Estrada, V., Maurer, A., & Trautman, K. (2022). *Learning to Expand our Communities to Support Coaching for Equity: A Collaboration of Seven University-Based Teacher Preparation Programs*. Conditional Acceptance.

**Holyoke, E.** (2022). "We're Part of Something Bigger and as Big as the Collective:" *Early Childhood Relational Literacies and Restorative Justice*. Manuscript Submitted for Publication.

Tily, S., Rubin, J., Land, C., & **Holyoke, E.** (2022). "To Buy in...or Get Out:" *Panoptic Pressures of Surveillance on Early Career Female Teachers*. Manuscript Under Review.

**Holyoke, E.,** Ries, E. (2022). “I didn’t think about that perspective”: Preservice Teachers’ (dis)Comfort in Applying Critical Literacy as a Way of Being. Manuscript Under Review.

## MANUSCRIPTS IN PROGRESS

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**Holyoke, E.,** Wetzell, M., Dunham, H., Alexander, K., Collins, C., Wright, L. (2023). Creating Equity-Focused Networks of Support for Teacher Candidates Through Coaching: A Design-Development Study. Manuscript Submitted for Publication.

**Holyoke, E.,** Tily, S. (2023). *Preservice Teachers Nested Writing Communities of Writing for Social Change*. Manuscript in preparation.

**Holyoke, E.,** & Fletcher, L. (2023). Who gets to be an environmental activist? Intersections of Environmentalism and Activism in Children’s Literature. Manuscript in Preparation.

**Holyoke, E.** (2023). *Actively Choosing Love: Restorative Justice and Literacy Teacher Preparation*. Manuscript in preparation.

**Holyoke, E.** (2023). *Being Love and Being Human: Stories of Justice and Love in Early Childhood Education*. Manuscript in preparation.

Ries, L., **Holyoke, E.** (2023). “*Independent Doesn’t Mean Doing it Alone:*” *Building Communal and Collective Literacies in Virtual Teaching and Learning*. Manuscript in Preparation.

## FELLOWSHIPS AND AWARDS

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2023	Research, Scholarship, and Creative Activity Grant - California State University Stanislaus — Amount: \$9,924
2022	Faculty Development Award - Keene State College — Amount: \$2986
2020	Professional Development Award - The University of Texas at Austin — Amount: \$796
2020	Literacy Research Association Annual Conference - Area 5. Early and Elementary Literacy Processes Paper Award
2020	University of Texas at Austin Graduate Summer Fellowship - The University of Texas at Austin — Amount: \$6,000
2020	O.L. Davis, Jr. Laureate Doctoral Scholarship - Kappa Delta Pi — Amount: \$3,000
2020	Carolyn J. and John H. Young Endowed Presidential Fellowship in

Education, The University of Texas at Austin, Graduate Studies — Amount:  
\$3,500

2019 Teresa Lozano Long Endowed Graduate Fellowship - The University of  
Texas at Austin, College of Liberal Arts — Amount: \$1,000

## RESEARCH INTERESTS

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Early Childhood Teaching and Preparation

Critical Theories

Critical Content Analysis

Classroom Communities

Literacy, Agency and Activism

## RESEARCH STUDIES

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Mentoring in Hybrid Spaces and Transformative Teaching: A Multi-Institutional Study, *Fall 2021 - present*

Critical Literacy Stances and Multimodality: A Preservice Teacher Case Study, *Spring 2021 - present*

Who Get's to be an Activist?: Critical Content Analysis and Application of Activism in Children's Literature, *Spring 2020 - present*

Preparing Teacher Candidates within Clinical Field Experiences to Enact Transformative Teaching Practices: A Design-Development Study, *Spring 2020 - present*

Learning Communities: Restorative Literacies, *Spring 2019 - Spring 2021*

Teacher Educator Activism & Culturally Sustaining Pedagogies, *Fall 2019 - Fall 2021*

Becoming Literacy Teachers: Longitudinal Study of Literacy Teachers, *Fall 2018 - Spring 2019*

CITE-ITEL: Research review of preservice teacher preparation in literacy, *Spring 2016 - Fall 2019*

Writing for social justice: Preservice teachers creating space for agency, *Spring 2018 - Fall 2019*

Transforming practice-based preservice teacher preparation with research, *Spring 2018 - Fall 2019*

Love, activism and hope in teacher education: Coaching to transgress, *Spring 2018 - Fall 2019*

Perspectives of children identified with reading difficulties in school, *Fall 2017 - Fall 2019*

## NATIONAL CONFERENCES & PAPER PRESENTATIONS

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**Holyoke, E.** (2022, April). Discourses of Restorative Literacies Authored by Young Children. Accepted paper session at the annual meeting of American Educational Research Association.

**Holyoke, E.** (2022, April). The Art of Building a Restorative Classroom: Shared Inquiry in Literacy Teacher Preparation. Accepted paper session at the annual meeting of American Educational Research Association.

Fletcher, L., & **Holyoke, E.** (2021, December). Reading the Word and World Through Activism: A Critical Content Analysis of Children's Literature. Accepted session at the annual meeting of Literacy Research Association.

Ries, E., & **Holyoke, E.** (2021, December). "I didn't think about that perspective": Preservice Teachers' Development of Critical Stances Through Communal Knowledge. Accepted session at the annual meeting of Literacy Research Association.

Wetzel, M., Davila, D., Dunham, H., **Holyoke, E.**, Ries, E., Collins, C., & Hills, L. (2021, December). Literacy Coaching for Justice in Virtual Settings. Accepted session at the annual meeting of Literacy Research Association.

**Holyoke, E.**, & Brady, R.B. (2021, November). "Sustain the Writer:" Teacher Candidates' Applications of Culturally Sustaining and Restorative Pedagogies in Practice. Accepted session at the annual meeting of National Council for Teachers of English.

Fletcher, L, Chen, X., **Holyoke, E.**, Castagno-Dysart, D., Popp, J., & Rose, C. (2020, December). Investigating Activism and Culturally Sustaining Pedagogical Practices Amongst Teacher Educators: A Multi-Institution Collaborative Self-Study. Accepted alternate session proposal at the annual meeting of Literacy Research Association, Virtual.

**Holyoke, E.** (2020, December). "We're Part of Something Bigger, and as Big as the Collective": Relational Literacies and Restorative Justice in Early Childhood Classrooms. Accepted paper proposal at the annual meeting of Literacy Research Association, Virtual.

**Holyoke, E.** (2020, December). Actively Choosing Love: Restorative Justice in Literacy Teacher Education. Accepted paper proposal at the annual meeting of Literacy Research Association, Virtual.

**Holyoke, E.**, Beirne, F., Martinez, A., & Wilson, E. (2020, November). The Intersection of Restorative Justice and Literacy Instruction in the English Language Arts Context. Accepted paper proposal at the annual meeting of the National Council of Teachers of English, Virtual.

**Holyoke, E.**, Dunham, H., Wetzel, M., Abrego, J., Acosta, M., Duncan, M., Munro, D., & Watson, R. (2020, November). This Is What Well-Intended Racism Looks Like in the 21st Century": Learning to

Teach Literacy by Analyzing and Acting on Critical Local Education Issues. Accepted panel presentation at the annual meeting of the National Council of Teachers of English, Virtual. (Session Deferred)

**Holyoke, E.** (2020, April). *Languageing and Belonging: A Kindergarten Case Study of Community Building and Approximations of Restorative Justice*. Accepted proposal at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference Canceled)

**Holyoke, E.** (2020, February). *Being Love and Being Human, Stories of Justice and Love in Early Childhood Literacy*. Paper session at the annual meeting of National Council of Teachers of English Assembly of Research, Nashville, TN.

Daly-Lesch, A., Tily, S., Godfrey, V., **Steinitz, E.**, & Worthy, J. (2019, December). "Those don't sound like real words to me": Students' Search for Meaning within a Dyslexia Intervention Program. Paper session at the annual meeting of the Literacy Research Association, Tampa, FL.

Hoffman, J., Daly-Lesch, A., Godfrey, V., Lammert, C., & **Steinitz, E.** (2019, December). *Preparing Preservice Literacy Teachers as Researchers: A Design Development Study*. Paper session at the annual meeting of the Literacy Research Association, Tampa, FL.

Tily, S., **Steinitz, E.**, Land, C., Rubin, J., & Van Dike, L. (2019, December). "When and how to remove yourself": Early career literacy teachers navigating their first years. Roundtable session at the annual meeting of the Literacy Research Association, Tampa, FL.

**Steinitz, E.**, & Tily, S. (2019, December). "Without boundaries, something great might just be created": Examining Preservice Teachers' radical imagination through becoming writers and teachers of writing. Roundtable session at the annual meeting of the Literacy Research Association, Tampa, FL.

Lammert, C., **Steinitz, E.**, Allison, K., Bode, S., Fisher, J, Hashemi, J, Nguyen, B, Treinies, I. (2019, November). *Innovative Teaching in Multilingual Early Childhood Settings through Practice-Based Inquiry*. Panel session at the annual National Council for Teachers of English Conference, Baltimore, MD.

Lammert, C., Assaf, L., Diego-Medrano, E., Mendoza, A., Riley, K., & **Steinitz, E.** (2019, November). *Becoming Inquirers: Examining the Uses of Inquiry in Preservice Teacher Education*. Accepted panel proposal at the annual National Council for Teachers of English Conference, Baltimore, MD.

**Steinitz, E.**, & Tily, S. (2019, November) "It can be perfect!": Exploring the messiness of multiple layers of inquiry in preservice teacher preparation. Roundtable session at the annual National Council for Teachers of English Conference, Baltimore, MD.

**Steinitz, E.**, & Tily, S. (2019, April). *Writing for social justice: Preservice teachers creating space for agency and power*. Roundtable session at the annual meeting of the American Educational Research Association, Toronto, Ontario.

Tily, S., Land, C., Rubin, J.C., & **Steinitz, E.** (2019, April). Accountability Reforms, Social Justice, and “Bad Cat Food”: One Literacy Teacher’s First Year. Roundtable session at the annual meeting of the American Educational Research Association, Toronto, Ontario.

Hoffman, J.V., Lammert, C., Daly-Lesch, A., Godfrey, V., **Steinitz, E.** (2018, November). Transforming practice-based preservice teacher preparation with research. Poster session at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Svrcek, N., Vlach, S., Omogun, L., **Steinitz, E.**, Salmeron, C., Batista-Morales, N. (2018, November). Layering preservice teacher course experience with sociocultural knowledge: A literature review. Paper session at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Wetzel, M., Batista-Morales, N., **Steinitz, E.** (2018, November). Love, activism and hope in teacher education: Coaching to transgress. Highlighted paper session at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Flores, T., Hoffman, J.V., Vlach, S., Lammert, C., Tily, S., De Walt, L., Godfrey, V., & **Steinitz, E.** (2018, November). Pre-service teachers’ decision-making around children’s literature oriented toward social justice that they regard as potentially controversial and difficult to teach into with their students. Poster presentation at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Vlach, S., Derbyshire, C., Omogun, L., **Steinitz, E.**, Svrcek, N., Salmeron, C., Batista-Morales, N. (2017, December). CITE: Research regarding preparing preservice teachers with sociocultural influences and understandings. Syntheses presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Hoffman, J., Lammert, C., Svrcek, N., Daly-Lesch, A., & **Steinitz, E.** (2017, December). CITE: Research with preservice teachers on tutoring. Syntheses presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Hikida, M., Chamberlain, K., Salmeron, C., **Steinitz, E.**, Godfrey, V. (2017, December). CITE: Teaching students identified with disabilities. Syntheses presented at the annual meeting of the Literacy Research Association, Tampa, FL.

## LOCAL CONFERENCES & INVITED PRESENTATIONS

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**Holyoke, E.**, Batt, J. (2022, June). Exploring Counternarratives in Global Indigenous Picturebooks and Art, Professional Development Session. Critical Literacy for Global Citizens Workshop, Austin, TX.

**Holyoke, E.** (2022, April). Culturally Responsive Teaching, Universal Design for Learning, and Special Education. Special Education Masters Program, Guest Speaker, Keene, NH.

**Holyoke, E.** (2022, April). Love and Learning in Education. Keynote Speaker, KDP Induction Ceremony, Keene State College, Keene, NH.

**Holyoke, E.** (2021, November). Actively Observing Practice Together and Shared Inquiry: Justice-Oriented Literacy Teacher Coaching. The University of Texas at Austin, Austin, TX.

**Steinitz, E.** (2019, August). Literate Identities and Emergent Literacy. Presented at Local Preschool Professional Development Series, Lakeway, TX.

**Steinitz, E., & Martinez, A.** (2019, June). Global Consciousness in the Classroom. Presented at Critical Literacy for Global Citizens Workshop, Austin, TX.

**Steinitz, E., & Wilson, E.** (2018, November). Empowering Young Readers and Writers. Presented at Educators in Solidarity, Culturally Proficiency Unconference, Austin, TX.

**Steinitz, E., & Tily, S.** (2018, September). Writing for social justice: Preservice teachers creating space for agency and power. Presented at the annual meeting of the Texas Chapter of the National Association for Multicultural Education, Frisco, TX.

Lammert, C., & **Steinitz, E.** (2018, September). Towards action and agency: Innovative teaching in multilingual classroom communities through practice-based research. Presented at the annual meeting of the Texas Chapter of the National Association for Multicultural Education, Frisco, TX.

**Steinitz, E., Ries, E., & Goach, S.** (2018, June). Windows and Mirrors: Planning a Critical Literacy Unit. Presented at Critical Literacy Workshop, Austin, TX.

## TEACHING EXPERIENCE

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### ACADEMIC EMPLOYMENT

2022 - Present	University of Colorado Denver Assistant Professor Responsive Literacy Education School of Education and Human Development
2021 - 2022	Keene State College Assistant Professor, Elementary and Special Education
2017 - 2021	The University of Texas at Austin College of Education, Department of Curriculum and Instruction University Facilitator Instructor of Record Teaching Assistant Graduate Research Assistant



## New Teacher Mentor

**COURSES TAUGHT**

University of Colorado Denver

Responsive Literacy Education, School of Education and Human Development

LCRT 5020 Reading Development, Instruction and Assessment

LCRT 3720 Intro to Writing Development

Keene State College

Education Department, Elementary and Special Education

EDUC 321 Methods I: Literacy and Social Studies

EDUC 205 Literacy in Diverse Classrooms

The University of Texas at Austin

College of Education, Department of Curriculum and Instruction

EDC 339D Reading, Assessment, and Development

EDC 331E School Organization and Classroom Management

EDC 370E-2 Language Arts Methods

ALD 328 Applied Learning and Development

EDC 339G Literacy Seminar

EDC 370E-1 Reading Methods

EDC 395L Exploring Literacy Teaching Practices Using Action Research (Masters Course)

**K-12 EXPERIENCE**

2011- 2017 KIPP Austin Public Schools

*2015-2017, District Lead Literacy Coordinator and Literacy Coach, K-4*

*2012-2015, Assistant Principal & Special Education Coordinator, K-4*

*2011-2012, Classroom General Education & Inclusion Teacher, Kinder*

2010-2011 Children's Center of Austin

*General Education & Inclusion Teacher, Pre-K*

2008-2010 Milton Public Schools

*General Education & Inclusion Teacher, Kinder & Grade 1*

**PROFESSIONAL CERTIFICATIONS****TEXAS CERTIFICATIONS**

2020 - present Reading Specialist Certification

2019 - present Restorative Justice Teacher Certificate

2016 - present Principal Certification

2012 - present Master Reading Teacher Certification  
 2011 - present Early Childhood – Grade 6 Generalist  
 2011 - present Special Education Supplemental Certification  
 2011 - present English as a Second Language Supplemental Certification

#### MASSACHUSETTS CERTIFICATIONS

2008 - 2016 Early Childhood – Grade 2 students with and without disabilities  
 2008 - 2016 Grades 1-6 Generalist Certification

#### INSTITUTES

2018-2020 Critical Literacy for Global Citizens Workshop - Organizer  
 2015 Reading & Writing Project - Reading Summer Institute, *Teachers College*  
 2015 Literacy for Everyone - Close Reading PLC facilitator  
 2015 Literacy for Everyone - Guided Reading Cohort  
 2014 School Leadership Institute, Chicago, Illinois  
 2014 Literacy for Everyone Close Reading Cohort

#### PROFESSIONAL ORGANIZATIONS

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American Educational Research Association, 2018 - present  
 Literacy Research Association, 2017 - present  
 International Literacy Association, 2018 - present  
 National Council for Teachers of English, 2017 - present  
 Reconceptualizing Early Childhood Education, 2018 - present  
 Peace and Justice Studies Association, 2018 - present  
 The National Association for Multicultural Education, 2019 - present  
 National Council for the Social Studies, 2021 - present

#### PROFESSIONAL SERVICE AND OUTREACH

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##### UNIVERSITY AND PROFESSIONAL ORGANIZATIONS

Keene State College Faculty Fellow  
 Keene State Teacher Accreditation Committee - Standard 4  
 Keene State New Student Faculty Mentor Program  
 Keene State Admissions Reviewer - Graduate Program, Special Education  
 Texas Outstanding Humanities Teaching Award Review Committee  
 Manuscript reviewer, *Literacy Research: Theory, Method, and Practice*  
 Manuscript reviewer, *Journal of Language and Literacy Education*  
 Doctoral Student Seminar Planning Committee  
 Mentor for first-year doctoral students  
 Mentor for first-year teachers  
 Graduate Student leader in Coaching with CARE in-service professional development  
 Member of Educators in Solidarity

Leadership Team, Technology Committee, Doctoral Student Innovative Community Group, LRA  
Co-Organizer & Presenter for LLILAS Critical Literacy Workshop, The University of Texas at Austin

#### SCHOOL DISTRICT

Mentor for teachers in the district

Mentor for assistant principals in the district

Social Justice Task Force member

Head of Delegation for District Special Olympics Team

Curriculum leader for multiple grades K-9