

Kathleen A. Hinchman, Ph.D.

Contact Information

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Academic Specializations

Adolescent Literacies
Literacy Teacher Education

Education

Ph. D. Syracuse University, Major: Reading Education, Minor: Cultural Foundations of Education Dissertation:
Reading and the Plans of Secondary Teachers

Teaching Certificates

Grade 7-12 English Teacher, New York State Permanent Certification
Grade K-12 Reading Teacher, New York State Permanent Certification

Recent Employment History

2006- Professor, Reading & Language Arts Center, Syracuse University. Undergraduate and graduate elementary and secondary literacy methods. Director, Literacy Education Ph.D. Program.
2014-2018 Associate Dean for Academic Affairs, School of Education, Syracuse University.
2005- Associated Faculty in Department of Languages, Literatures and Linguistics.
1999-2008 Chair, Reading & Language Arts Center, Syracuse University.

Recent Honors

2020 Reading Hall of Fame, Elected Member
2019 NAEP Reading Framework Visioning and Development Panels, Panelist
2018 Charles C. Mackey, Jr., New York Association of Colleges for Teacher Education Excellence in Service Leadership Award, Winner.
2017-2020 One of 25 national literacy leaders for annual survey for topics. In J. Cassidy, S. Grote-Garcia, D. J. Loveless, & E. Ortlieb, *What's hot in 2017: Recognizing new trends*.
2015 Literacy Research Association Albert J. Kingston Service Award, Winner.
2011 Excellence in Graduate Education Faculty Recognition Award, Winner.
2006-2010 Literacy Research Association, formerly National Reading Conference, Presidential Cycle (Conference Coordinator & Vice President 2008, President 2009, Past President 2010), Elected.
2003-2006 New York State Reading Association, Presidential Cycle (Vice President 2003-2004, President 2004-2005, Past President 2005-2006), Elected.
2002 Syracuse University Chancellor's Award for Public and Community Service, Inspirational Faculty Member.

Select Recent Publications

Chandler-Olcott, K., Dotger, S., Hinchman, K. A., & Waymouth, H. (in press). Design-based digital literacy research. In Z. Philippakos, A. Pellegrino, & E. Howell (Eds.), *Design-based research in education: Theory and applications*. New York, NY: Guilford.
Greenleaf, C.G., & Hinchman, K.A. (2020). Expanding teaching and learning with disciplinary texts: The case of reading and science. In E. Moje, P. Afflerbach, P. Enciso, & N. K. Lesaux (Eds.), *Handbook of reading research Volume V*. New York, NY: Routledge.
Hinchman, K.A., & O'Brien, D.G. (2019). Disciplinary literacy: From infusion to hybridity. *Journal of Literacy Research, 51*(4), 525–536.
Hinchman, K. A., & Alvermann, D. E. (2018). How gender and intersectionality inform adolescent literacy. In B. Guzzetti, T. Bean, & J. Dinkerly-Bean (Eds.), *Literacies, sexualities, and gender: Understanding identities from preschool to adulthood* (pp. 105-116). New York, NY: Routledge.
Newvine, K., Waymouth, H., & Hinchman, K. A. (2018). Critical experiences with assets-based literacy intervention: A social design experiment. In K.Zenkov & K. Pytash (Eds.), *Clinical experiences in teacher*

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- education: Critical, project-based interventions in diverse classrooms* (pp. 71-86). New York, NY: Routledge.
- Chandler-Olcott, K., Dotger, S., Waymouth, H., Crosby, M., Lahr, M., Hinchman, K., Newvine, K., & Nieroda, J. (2018). Teacher candidates learn to enact curriculum in a partnership-sponsored literacy enrichment program for youth. *New Educator*, 14.
- Chandler-Olcott, K., Doerr, H., Hinchman, K. A., & Masingila, J. (2016). Bypass, augment, or integrate: How secondary mathematics teachers address the literacy demands of standards-based curriculum materials. *Journal of Literacy Research*, 14, 1-34.
- Hinchman, K.A., & Appleman, D.A. (Eds., 2016). *Adolescent literacies: A handbook of practice-based research*. New York, NY: Guilford.
- Hinchman, K.A., & Boyd, F. (2015). Culturally compelling genre teaching: Inviting all learners to understand and use genre knowledge. In P. Schmidt & A. Lazar (Eds), *Reconceptualizing literacy in the new age of multiculturalism and pluralism* *2nd ed.). Charlotte, NC: Information Age Publication.
- Hinchman, K. A., & Sheridan-Thomas, H. K. (Eds., 2014). *Best practices in adolescent literacy instruction* (2nd Ed.). New York, NY: Guilford.
- Hinchman, K. A., & Moore, D. W. (2013). Close reading: A cautionary interpretation. *Journal of Adolescent and Adult Literacy*. 56(6), 441-450.
- Hinchman, K. A. & Goatley, V. (2012). Leading literacy programs that foster excellence in all students. In G. Theoharis & J. S. Brooks (Eds.), *What every principal needs to know to create equitable and excellent schools* (pp. 13-30). New York, NY: Teachers College Press.
- Hinchman, K. A. (2010). Literacy identities of youth identified for special education: Who is responsible? In K. Leander, D. W. Rowe, D. K. Dickinson, R. T. Jimenez, M. K. Hundley, & V. J. Risko, *Fifty-ninth National Reading Conference Yearbook* (pp. 1-14). Oak Creek, WI: National Reading Conference.
- Moore, D. W., & Hinchman, K. A. (2006). *Teaching adolescents who struggle with reading: Practical strategies*. (Formerly *Starting out: A guide to working with adolescents who struggle with reading and writing*.) New York: Allyn & Bacon.
- Conley, M. & Hinchman, K. A. (2004). No Child Left Behind: What it means for America's adolescents and what we can do about it. *Journal of Adolescent and Adult Literacy*, 48, 42-50.
- Hinchman, K. A., Alvermann, D. E., Boyd, F., Brozo, W., & Vacca, R. (2003/2004). Supporting older students' in- and out-of-school literacies. *Journal of Adolescent and Adult Literacy*, 47, 304-310.

Recent Grants

- Reading Apprenticeship in Middle School, Content-area Classrooms*. FY 2018- 2021. \$7,000,000. C. Greenleaf Principal Investigator. IES SEED Grant via West Ed. Formative Research Consultant.
- Liberty Partnerships Program*. FY 2017-2022. \$2,000,000. Principal Investigator, with S. Thompson. New York State Department of Education. Year-round academic support program for middle and high school youths identified as at risk of not graduating from high school.
- Liberty Partnerships Program*. FY 2017-2022. \$1,750,000. Principal Investigator, with S. Thompson. New York State Department of Education. Year-round academic support program for middle and high school youths identified as at risk of not graduating from high school. In process.
- Syracuse University Regional Facilitation: ARRA*. FY 2013-2015. \$230,000. Principal Investigator, with M. Carroll. Commission for Independent Colleges and Universities. Professional development for regional private institutions of higher education to implement NYS Regents Reform Agenda.

Recent Service

- 2019-2020 SUNY Albany & LRA, Arthur Applebee Award, Selection Committee
- 2018-2019 Literacy Research Association Ad Hoc Committee on Shared Governance, Member
- 2017-2020 Proliteracy Worldwide, National Board, Director
- 2017-2019 International Literacy Association CAEP Specialized Program Area Review Committee, Member
- 2015-2021 International Literacy Association, *Journal of Adolescent and Adult Literacy*, Co-editor
- 2015- University of Wyoming Literacy Research Center, Advisory Board, Member
- 2015- International Literacy Association, *Reading Research Quarterly*, Editorial Review Board, Member
- 2013- *Journal of Educational Research*, Editorial Review Board, Member
- 1999- National Reading Conference/Literacy Research Association, *Journal of Literacy Research*, Editorial Review Board, Member