

MOLLY C. MAREK

Curriculum Vitae

The University of Texas
1912 Speedway
Austin, TX 78705
mollymarek@utexas.edu

8609 Rock Pigeon
Austin, TX 78729
(210)-421-5769
mollymarek@gmail.com

EDUCATION

- Ph.D.** Curriculum and Instruction: Language and Literacy Studies, in progress
The University of Texas at Austin, Department of Curriculum and Instruction
Dissertation Chair: Dr. Melissa Mosley Wetzel
- M.Ed.** Curriculum and Instruction: Science Education, 2021
Texas Christian University, Department of Curriculum and Instruction
Thesis Title: Scientific analogy-ing: A collaborative and critical approach to (re)generating analogical models in biology
Thesis Advisor: Dr. Molly Weinburgh
- B.S.** Applied Learning and Development, 2017
The University of Texas at Austin, Literacy Emphasis, summa cum laude
Interdisciplinary Certificate in Children and the Arts

PEER-REVIEWED PUBLICATIONS

*student co-author

Corrison-Burnett, K., **Marek, M.**, Taylor, V., Mosley Wetzel, Examining particularities of praxis within a literacy practicum: A case study of humanizing pedagogies and hope. *English Education*, 57(3). [Forthcoming].

Marek, M., Lizárraga-Dueñas, L., Woulfin, S., Wetzel, M. & Muñoz, E (2024). A framework for curriculum literacy in teacher education: Policy, practice, and possibilities. *Journal of Teacher Education*, 76(4), 337-350. <https://doi.org/10.1177/00224871241263803> | Impact Factor: 3.1, H-Index: 105, Q1 in Education, Acceptance Ratio: 2.2%

Marek, M., & Godfrey, V. (2024). Elementary preservice teachers' experiences at the intersection of culturally sustaining and historically responsive pedagogy, early literacy, and the Science of Reading. *Literacy Research: Theory, Method, and Practice*, 73(1), 258-279. <https://doi.org/10.1177/23813377241285830> | Impact Factor: 0.2, H-Index: 11, Acceptance Rate: 25.9%

Sanchez, L., Terrazas, C., & **Marek, M.** (2024). Pedagogical practices revisited: The science of reading and culturally sustaining early literacy for multilingual learners. *Texas Association for*

Literacy Education Yearbook, 11(2374-0590), 48-55.
<https://files.eric.ed.gov/fulltext/EJ1452337.pdf>

Manuscripts Submitted for Publication

Newell, A., Moreno, N., Sailors, M., Zientek, L., **Marek, M.** Paper on science-based disciplinary literacy with young children. [Journal name redacted].

Marek, M., Leoncio, J.*, Kasperzyk, M.*, & Staveley, P.* Paper on preservice teachers' literacy mentoring with informational text. [Journal name redacted].

Manuscripts in Preparation (to be submitted Fall 2025)

Durán, L., Mosley Wetzel, M., Holyoke, E., **Marek, M.**, Taylor, V., Corriston-Burnett, K., Hoffman, J. Paper on early and emergent literacy mentoring with preservice teachers. To be submitted to a researcher-facing literacy journal.

NATIONAL CONFERENCE ACTIVITY

*student co-presenter ** accepted presentations

****Marek, M.** (Nov, 2025). Re-mixing land acknowledgment through zines: Syncretic literacy in action with elementary preservice teachers [Roundtable]. National Council for Teachers of English Annual Convention, Denver, Colorado.

****McDonald, E., Sanchez, L., Marek, M.** (Nov., 2025). Leveraging art and multiliteracies: A qualitative case study of preservice teacher literacy learning in a museum [Roundtable]. Literacy Research Association Annual Conference, Las Vegas, Nevada.

Marek, M. & Robinson, C. (2025). "What's this?": Script, counterscript, and heterogeneity in a nature center [Poster]. American Education Research Association, Denver, Colorado. *Finalist for 2025 AERA Division C Graduate Student Poster Award*.
<https://aera25-aera.ipostersessions.com/default.aspx?s=1A-3F-D7-A2-88-09-4F-A4-A4-25-84-77-D8-80-16-C1&guestview=true>

Marek, M. (2024). Pursuing critical and disciplinary literacies through inquiry: The design of a mentoring experience for elementary preservice teachers [Presentation to Formative and Design-Based Research Study Group]. Literacy Research Association Annual Conference, Atlanta, Georgia.

Marek, M. (2024). The recycling of institutional discourses in a preservice teacher's narratives of inquiry teaching [Paper]. Literacy Research Association Annual Conference, Atlanta, Georgia.

Marek, M. (2024). Object formation in preservice teachers' field-based literacy mentoring: An activity theory analysis. [Paper, ELATE L. Ramon Veal Research Seminar]. National Council for Teachers of English Annual Convention. Boston, Massachusetts.

Marek, M., Taylor, V., & Pike Dean, M. (2024). Centering land and Indigenous presence with preservice teachers: A pedagogy of land acknowledgment [Roundtable]. National Council for Teachers of English Annual Convention. Boston, Massachusetts.

Marek, M., Sanchez, L., Galván Doucette, C. (2024). Reading instruction and linguistically diverse learners: Three research briefs for policy and practice [Roundtable]. National Council for Teachers of English Annual Convention. Boston, Massachusetts.

Marek, M. (2024) Preservice teachers reaching toward culturally responsive and sustaining pedagogy within a science of reading context [Roundtable]. American Education Research Association, Philadelphia, Pennsylvania.

Marek, M., Leoncio, J.*, Kasperzyk, M.*, & Staveley, P.* (2024). Preservice teacher enactments of culturally and historically responsive literacy mentoring with informational text [Roundtable]. National Council for Teachers of English Assembly for Research Conference. Austin, Texas.

Marek, M., & Godfrey, V. (2023). Elementary preservice teachers' experiences at the intersection of culturally sustaining pedagogy, emergent literacy, and the science of reading [Paper]. Literacy Research Association Annual Conference, Atlanta, Georgia.

Corrison-Burnett, K., **Marek, M.,** Taylor, V., & Mosley Wetzel, M. (2023). Pedagogies and perspectives: Preservice teachers developing humanizing practices within a Science of Teaching Reading context [Roundtable]. Literacy Research Association Annual Conference, Atlanta, Georgia.

Marek, M., Parton, C., Siders, A., Minney, H., Vieland., C., Gallagher, J., Dummitt, M.* Huston, D.,* Fowler,* K. Houser, L.,* Carroll, E.,* Causey, A.,* Steele, M.,* Pollock, K.*, & Kohls, J.* (2023). Youth climate activism: Connecting community, ecosystems, and ELA classrooms [Session Organizer/Chair]. National Council for Teachers of English Annual Convention. Columbus, Ohio.

Marek, M. (2023) Weather the weather: Disciplinary literacy and locally-resonant climate justice in an elementary methods course [Roundtable]. National Council for Teachers of English Annual Convention. Columbus, Ohio.

Marek, M., Sailors, M., Ham, C., Matiro, M., Newell, A. (2023) A state-of-affairs review of science-specific disciplinary literacies [Paper]. National Association for Research in Science Teaching Annual International Conference, Chicago, Illinois.

Sailors, M., **Marek, M.,** Ham, C., & Matiro, M. (2022) A critical interpretive synthesis of science-specific disciplinary literacies [Paper]. Literacy Research Association Annual Conference, Phoenix, Arizona.

Hoffman, J.V., Sailors, M., **Marek, M.** (2022) Preservice teachers mentoring in hybrid spaces with Beautiful Books and drama: What is experienced? What is claimed? [Paper]. Literacy Research Association Annual Conference, Phoenix, Arizona.

Corrison-Burnett, K., Taylor, V., & **Marek, M.** (2022) Designs for the future in literacy teacher education research [Paper]. Literacy Research Association Annual Conference, Phoenix, Arizona.

Hoffman, J.V., Chavez-Gonzalez, F.*, & **Marek, M.** (2022). Using Beautiful Books in support of literacy development with a bilingual kindergartener. Jalisco-Texas Convocation, Virtual.

Marek, M. (2020, October 11). An action research study of student-generated analogies in biology. Southwest Association for Science Teacher Education, Virtual.

Daly-Lesch, A., Lammert, C., & **Marek, M.** (2018). Teaching for educational equity with action research [Paper]. National Council for Teachers of English Annual Convention, Houston, TX.

LOCAL AND STATE PRESENTATIONS

*student co-presenter ** accepted presentations

Sanchez, L., **Marek, M.**, & Terrazas, C. (2024, March). Pedagogical practices reimagined: The Science of Reading and culturally sustaining early literacy for multilingual learners. Texas Association for Literacy Education Annual Conference, Waco, TX.

Pike Dean, M., & **Marek, M.** (2024, March). Supporting and sustaining our teachers: Community-oriented and justice-focused coaching tools. Texas Association for Literacy Education Annual Conference, Waco, TX.

Marek, M., Nielsen, S.,* & Rivero Dauz, H.* (2023, June 7). Preservice teacher perspectives: Enacting culturally and historically responsive literacy through non-fiction text. Critical Literacy for Global Citizens Institute, Virtual.

Marek, M., Garay, L., & Thomas, J. (2022). Authentic literacy and language (ALL) for science: Reading, writing, thinking, and listening like a scientist. Conference for the Advancement of Science Teaching, Dallas, TX.

Thomas, J., Garay, L. & **Marek, M.** (2022). Eating in the garden. Conference for the Advancement of Science Teaching, Dallas, TX.

Tuff, J., Del Mario, J., **Marek, M.**, & Weinburgh, M. (2022). Give them what they want: Developing an instrument to measure teachers' values regarding professional learning. Conference for the Advancement of Science Teaching, Dallas, TX.

Marek, M. (2022). Supporting science-specific disciplinary literacy through text-based inquiry. Texas Christian University Summer Literacy Institute, Fort Worth, TX.

Marek, M. (2022). Designing science-specific disciplinary literacy mini-lessons. Professional Development for Stafford Elementary School, Houston, TX.

Marek, M. (2020). Navigating student errors: A global study [Poster]. TCU Research and Pedagogy Fair, Virtual.

Marek, M. (2019). Forces of change: Bridging physics and activism through literature. Conference for the Advancement of Science Teaching, Dallas, TX.

Marek, M. & Daly-Lesch, A. (2019). Forces of change: Exploring physics and activism through literature. Texas Education Alumni Conference, Austin, TX.

Marek, M. & Costa-Giomi, E. (2016). Singing to mom, to baby, and to myself: Siblings' singing modalities [Poster]. Texas Music Educator Association Annual Convention, San Antonio, TX.

Marek, M. (2015) Pollyanna Theatre: Performing arts as a teaching method [Poster]. University of Texas Bridging Disciplines Program Poster Session, Austin, TX.

MASTER'S THESIS

Marek, M. C. (2021). Scientific analogy-ing: A collaborative and critical approach to (re)generating analogical models in Biology (Master's thesis, Texas Christian University). <https://www.proquest.com/docview/3098147799?fromopenview=true&pq-origsite=gscholar&sourcecetype=Dissertations%20&%20Theses>

MEDIA PUBLICATIONS

Marek, M. & Pennington, T. (2025, June). Intersectional climate justice literacies (No. 31). [Audio podcast episode]. In *Inquiring Minds*. AERA Writing & Literacies SIG 137. <https://soundcloud.com/writing-and-literacies/intersectional-climate-justice-literacies>

Also published to Youtube: <https://www.youtube.com/watch?v=kRmVM6A1aCU>

Terrazas, C. & **Marek, M.** (2025, April). Poetry and literacies (No. 30). [Audio podcast episode]. In *Inquiring Minds*. AERA Writing & Literacies SIG 137.

Also published to Youtube: https://youtu.be/iHZHBO0mo1Q?si=v01hGAKV6oUPqb_N

Marek, M. & Pennington, T. (2024, October). Multimodal authoring (No. 29). [Audio podcast episode]. In *Inquiring Minds*. AERA Writing & Literacies SIG 137. https://soundcloud.com/writing-and-literacies/inquiringminds_multimodalcompo

Also published to Youtube: https://www.youtube.com/watch?v=Smt_kYTQpBc

Riesco, H. & **Marek, M.** (2024, August). Writing practices of award-winning scholars (No. 28) [Audio podcast episode]. In *Inquiring Minds*. AERA Writing & Literacies SIG 137. https://soundcloud.com/writing-and-literacies/inquiringmindspodcast_aeraawardwinners

Also published to Youtube: https://www.youtube.com/watch?v=HrUq_S_V5XQ

INVITED TALKS

2024 *Justice Journeys: Using coaching tools in partnership with preservice teachers.*
EDC 398T Supervising Teaching in Curriculum and Instruction, Dr. Katherina Payne

RESEARCH GRANTS (FUNDED)

2025 Graduate Student Research Award, University of Texas, \$2000

2018 Transforming Teaching Together Research Grant Award, University of Texas, \$500
Informational book sets for text-based scientific inquiry

2018 Alumni Research Grant, University of Texas, Catherine Lammert, Jodi Beyhl,
Molly Marek, Sarah Drummond, & Lindsey Pearlstein (Co-PIs), \$2000
Alumni showcase of first-year teachers' practice-based research

FELLOWSHIPS AND AWARDS

2025-2026 Teresa Lozano Long Endowed Graduate Fellowship, University of Texas, \$7,000

2025-2026 Texas New Scholars Continuing Fellowship, University of Texas, \$4,540

2025 Finalist, 2025 AERA Division C Graduate Student Poster Award

2025 Graduate Student Assembly Travel Award, University of Texas, \$500

2024-2025 Alexander Caswell Ellis Fellowship in Education, University of Texas, \$6,600

2024-2025 Bascombe Royall & Frances Fallon Fuller Scholarship, University of Texas, \$2,500

2024-2025 Judith Wells Lindfors Endowed Graduate Fellowship, University of Texas, \$1,600

2023-2024 Teresa Lozano Long Endowed Graduate Fellowship, University of Texas, \$3,200

2021-2022 Endowed Meadows Fellowship, University of North Texas, \$13,497

2021 Research and Pedagogy Festival Winner, Texas Christian University, \$100

2021 STEAM Middle School Teacher of the Year, Burleson ISD

2019 TRS Classroom Assistance Grant Award, Texas Retired Teachers Foundation, \$500
Native plant biodiversity beds

2019 Be Beautiful Burleson Grant Award, Keep Burleson Beautiful, \$500
Sustainable outdoor learning center

2015-2017 University Distinguished College Honors, University of Texas
 2013-2017 Presidential Achievement Scholar, University of Texas, \$20,000

UNIVERSITY TEACHING EXPERIENCE

INSTRUCTOR OF RECORD

Fall 2024	EDC 370E	Early and Elementary Reading Methods The University of Texas, Undergraduate, Upper division
Fall 2024	EDC 339D	Reading Assessment and Development The University of Texas, Undergraduate, Upper division
Spring 2024	EDC 339D	Reading Assessment and Development The University of Texas, Undergraduate, Upper division
Fall 2023	EDC 370E	Early and Elementary Reading Methods (Two sections) The University of Texas, Undergraduate, Upper division
Spring 2022	EDEE 3330	Teaching Science EC-6th Grade The University of North Texas, Undergraduate, Upper division

TEACHING ASSISTANT

Spring 2025	EDC 370E	Early and Elementary Reading Methods The University of Texas, Undergraduate, Upper division
Spring 2024	EDC 339D	Reading Assessment and Development The University of Texas, Undergraduate, Upper division
Spring 2023	EDC 370E	Early and Elementary Reading Methods The University of Texas, Undergraduate, Upper division
Fall 2022	EDC 339D	Reading Assessment and Development The University of Texas, Undergraduate, Upper division

CLINICAL SUPERVISION

Fall 2022	Clinical Field Supervisor for 9 elementary preservice teachers
-----------	--

COURSE DESIGN

Summer 2022	EDCI 4069	Disciplinary Literacy for Secondary Schools (Online)
-------------	-----------	--

The University of North Texas, Undergraduate, Upper division

K-12 TEACHING EXPERIENCE

- 2017-2021 STEAM Middle School, Burleson, TX – Teacher [6th & 8th grade science]
- 2016-2019 Children’s International Summer Villages
 2017-2019 Local Junior Branch Advisor, Dallas, Texas
 2018 International Village Program Staff, Austin, Texas
 2017 International Village Delegation Leader, Oslo, Norway
 2016-2017 Local Mosaic Club Leader, Austin, Texas
- 2016-2017 Doss Elementary School, Austin, TX – Student Teacher [5th Grade]
- 2016-2017 Houston Elementary School, Austin, TX – Literacy Tutor/Mentor [2nd - 4th grade]
- 2016 The SEED, Austin, TX – Language Tutor/Mentor [Multilingual Adult Learners]

PROFESSIONAL LICENSURE

- 2018 7th-12th Grade Science Composite (All Sciences), active
- 2017 EC-6th Grade Generalist (All Subjects), active
- 2017 EC-12th English as a Second Language Supplemental, active

RESEARCH EXPERIENCE

- 2024-present Authentic literacy and language (ALL) for science
 Research Associate, Baylor College of Medicine
 Center for Educational Outreach, PI Dr. Nancy Moreno
 Funded by National Institute of General Medical Sciences Science Education
 Partnership Award
- 2024-2025 OpenSciEd, Elementary Consortium
 Research Assistant, The University of Texas at Austin
 Culturally and Linguistically Sustaining Team: Literacy Integration
 Supervisors: Dr. Tanya Wright and Dr. María González-Howard
- 2024-2025 Curriculum Literacy in Teacher Education
 Research Assistant, University of Texas at Austin
 College of Education Teacher Residency Program, PI Dr. Melissa Mosley Wetzel

Funded by collaborative grant with UT Rio Grande Valley, PI Dr. Criselda Garcia

- 2023-present Designing a mentoring experience to support culturally and historically responsive interdisciplinary literacy teaching [IRB Approved 7/14/2023]
Principal Investigator, University of Texas
Faculty Sponsor: Dr. Melissa Mosley Wetzel
- 2022-2024 Authentic literacy and language (ALL) for science
Research and Curriculum Consultant, Baylor College of Medicine
Center for Educational Outreach, PI Dr. Nancy Moreno
Funded by National Institute of General Medical Sciences Science Education Partnership Award
- 2022-present High-quality instructional materials (HQIM) into teacher preparation
Research Assistant, University of Texas
Department of Educational Leadership & Policy, PI Dr. Sarah Woulfin
Funded by Carnegie Corporation of New York and Bill Melinda Gates Foundation
- 2021-2022 Examining the effects of “Beautiful Book” activities combined with drama-based pedagogies on the writing of young children
Research Assistant, University of North Texas
Department of Teacher Education and Administration, PI Dr. James Hoffman
- 2021-2022 K-3 STEM foundations
Research Assistant to Dr. Misty Sailors, University of North Texas
Department of Teacher Education and Administration, PI Dr. Nancy Moreno
Funded by National Institute of Health Science Education Partnership Award
- 2020-2021 The impact of the COVID-19 pandemic on virtual and in-person learners
Investigator and Facilitator, Youth Participatory Action Research
STEAM Middle School, Burleson ISD
- 2019 CITE-ITEL Review of research into initial teacher preparation in literacy
Contract Researcher, The University of Texas
Department of Curriculum and Instruction, PI Dr. James Hoffman
- 2015-2016 Research Assistant, University of Texas, Motivation Education Research Group
Department of Educational Psychology, PI Dr. Erika Patall
- 2015 Research Assistant, University of Texas,
Department of Music Education, PI Dr. Eugenia Costa-Giomi

SERVICE

PROFESSION

2024	Manuscript Reviewer, <i>Journal of Literacy Research</i>
2024	Manuscript Reviewer, <i>Literacy Research: Theory, Method, and Practice</i>
2024	Session Chair, Literacy Research Association (LRA) Annual Conference
2024	Conference Proposal Reviewer, AERA Writing and Literacies SIG
2024, 2025	Conference Proposal Reviewer, Literacy Research Association (LRA)
2024-present	Graduate Student Board, Podcast Team, AERA Writing and Literacies SIG
2024	NCTE This Story Matters Teacher Corps: Teacher Educator Corps
2023-present	Historian, NCTE ELATE Commission on Climate Justice, Inquiry, & Action
2023	Educator Focus Group, Texas Education Agency Instructional Materials Review
2022-2024	Newsletter Writer, Literacy Research Association (LRA) Doctoral Students ICG

UNIVERSITY

2023-2025	University of Texas, Teacher Education Graduate Student Advisory Group
2023-2024	University of Texas, Teacher Education Forum Committee, Student Liaison
2023-2024	University of Texas, Doctoral Seminar Planning Committee
2021-2022	University of North Texas, Faculty Search Committee Member
2021-2022	University of North Texas, EC-6th Certification Field Experience Working Group

SCHOOL, DISTRICT, AND COMMUNITY

2023-2024	District Reflections art program judge: [Dance]. Arts in Education, Austin ISD
2020-2021	Science department head, STEAM Middle School, Burleson ISD
2020-2021	District curriculum writer, Burleson ISD
2019-2020	Instructional coach, STEAM Middle School, Burleson ISD
2019-2021	Campus leadership team, STEAM Middle School, Burleson ISD

PROFESSIONAL MEMBERSHIPS

2024-present	American Educational Research Association Division K Teaching and Teacher Education Special Interest Group: Writing and Literacies
2022-present	Literacy Research Association (LRA) Innovative Community Group: Doctoral Students Innovative Community Group: Formative Experiments & Design-Based Research
2022-present	National Council for Teachers of English (NCTE) ELATE Commission on Climate Justice, Inquiry, & Action
2019-2021	Science Educators for Equity Diversity and Social Justice (SEEDS)