

Brittany L. Frieson

Assistant Professor of Literacy and Anti-Racist Education

CONTACT

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Teacher Education & Administration
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AREAS OF EXPERTISE

- Black Language & Literacy Practices
- Bilingual Education
- Critical Race Theory
- Raciolinguistics

EDUCATION

HIGHER EDUCATION DEGREES

- 2019 **UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN** Champaign, Illinois
Ph.D. in Curriculum and Instruction (Focus in Language and Literacy)
Dissertation: “(Re)mixin’ & Flowin’: Examining the literacy practices of African American Language speakers in an elementary two-way immersion bilingual program
Committee: Luz A. Murillo (chair), Adrienne Dixson, Anne Haas Dyson, Stephanie Smith
2021 AAAL Outstanding Dissertation Award
2020 ILA Timothy & Cynthia Shanahan Outstanding Dissertation Award (3rd Place)
- 2015 **NORTH CAROLINA STATE UNIVERSITY** Raleigh, North Carolina
M.S. in Curriculum and Instruction (Focus in Educational Psychology)
Committee: Jessica DeCuir-Gunby (Chair), DeLeon Gray, Heather Davis
- 2011 **MEREDITH COLLEGE** Raleigh, North Carolina
B.A. in Psychology; Minor in Spanish; ESL K-12 teacher certification

PROFESSIONAL EXPERIENCE

- 2019-Now **Assistant Professor in Literacy and Anti-Racist Education**, College of Education
UNIVERSITY OF NORTH TEXAS Denton, Texas
- 2017-18 **University Field Experiences Supervisor**, Elementary Education
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN Champaign, Illinois

- 2017 **Global Institute Program Coordinator**, Center for African Studies
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN Champaign, Illinois
- 2016-19 **Graduate Teaching Assistant**, Elementary and Bilingual Education
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN Champaign, Illinois
- 2016 **Study Abroad Graduate Teaching Assistant**, Alta Gracia, Argentina
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN Champaign, Illinois
- 2013-15 **Elementary English as a Second Language Teacher**
WAKE COUNTY PUBLIC SCHOOLS Raleigh, North Carolina
- 2011-2013 **Middle Grades English as a Second Language Teacher**
6th & 8th Grade English Language Arts and Math Co-Teacher
JOHNSTON COUNTY SCHOOLS Smithfield, North Carolina

SCHOLARLY PUBLICATION RECORD

	Published/Accepted	Under Review	Working Manuscripts
Refereed Articles	1	5	9
Book Chapters	3		
Other Scholarly Work	4		
Total	8	5	9

SCHOLARLY PUBLICATIONS

PROFESSIONAL REFEREED MANUSCRIPTS ++denotes work with graduate students

Frieson, B. L., Murray-Everett, N., & Johnston-Parsons, M. (Revise & Resubmit). Cultural deficits turn to assets in a study abroad program for future teachers. *Journal of Teacher Education*
Article submitted: October 2019. Impact Factor: 3.263
Contribution: 33% Scimago H-Index:77; SJQ: Q1 in Education

Frieson, B. L. (In Press). Remixin’ & flowin’ in centros: Exploring the biliteracy practices of African American Language (AAL) speakers in an elementary TWI program. *Race, Ethnicity, and Education*
Article submitted: December 2019. Impact Factor: 1.257
Scimago H-Index: 41; SJQ: Q1 in Education

Frieson, B. L. & Scalise, M. ++ (Revise & Resubmit). Linguistic Artistry and Flexibility in Dual-Language Classrooms: Analyzing Student Agency among African-American Students. *Bilingual Research Journal*
Article submitted: April 2020.

Impact Factor: 0.89
Scimago H-Index: Q1 in Language & Linguistics; Q2 in Education

Frieson, B. L., & Presiado, V. E. (Under Review). Shifting the Focus: Confronting Antiracism in Dual-Language Bilingual Education. *Journal of Language Identity and Education*
Article submitted: December 2020.

Impact Factor: 1.436
Scimago H-Index: Q1 in Education, Language & Linguistics

Frieson, B. L., & Presiado, V. E. (Under Review). Supporting Multilingual Black Children: Building on Black Language Genius. *The Reading Teacher*
Article submitted: January 2021.
Contribution: 50%

Impact Factor: 1.311
Scimago H-Index: Q1 in Language & Linguistics

Presiado, V. E., & **Frieson, B. L.** (Under Review). "Make sure you see this.": Multilingual Black Girls' Language and Literacy Practices as Counternarratives in Elementary Dual Language Bilingual Education Programs. *Literacy Research: Theory, Method, and Practice*
Article submitted: February 2021
Contribution: 50%

Presiado, V. E., & **Frieson, B. L.** (In Press). Black multimodal magic: Exploring the multimodal flexibility of Black children participating in an elementary dual-language bilingual education program. In S. Brown & L. Hao (Eds.) *Multimodal Literacies in Young Emergent Bilinguals: Speaking back to Print-Centric Practices*.
Contribution: 50%

Dixon, A. D., James, A., & **Frieson, B. L.** (2019). Taking it to the streets: Critical race theory, participatory research, and social justice. In J.T. DeCuir-Gunby, T. Chapman, & P. Schutz (Eds.) *Critical race theory: research methods and methodology in education: Lessons from the field*
Contribution: 33%

OTHER PUBLICATIONS

Frieson, B. L. & Presiado, V. E. (2020). AntiBlackness in Dual-Language Bilingual Education. AERA Bilingual Education Research SIG #12, Fall 2020 Newsletter.

Harrison, D., & **Frieson, B.** (2020). [Review of the book *Transforming Schooling for Second Language Learners: Theoretical Insights, Policies, Pedagogies, and Practices* by M. Pacheco, P. Zitlali Morales, & C. Hamilton (Eds.)] *Teachers College Record*.

Hoffman, J. V., **Frieson, B. L.**, & Walter, S. (2019). Right to Policies that Ensure Equitable Literacy Instruction [Research Brief]. International Literacy Association.
<https://literacyworldwide.org/get-resources/childrens-rights-to-read/position-statement>

IN PREPARATION ++denotes work with graduate students

Frieson, B. L. (in preparation). "Yeah I wanted to quit that day.": Exploring the lived experiences of African American teachers. To be submitted Spring 2021 to *[Journal Obscured]*.

Frieson, B. L. & Murillo, L. A. (in preparation). Bilingual education for who?: Interrogating bilingual education teacher preparation for AAL Speakers. To be submitted Spring 2021 to *[Journal Obscured]*.

Frieson, B. L. (in preparation). "En esta clase, hablemos español.": Analyzing student agency amongst African American students' language choices in a kindergarten dual-language classroom. To be submitted Spring 2021 to *[Journal Obscured]*.

Frieson, B. L. & Presiado, V. E. (in preparation). "I think that if you're telling a student that they're speaking wrong, they start to get a feeling of *they're* wrong.": Exploring the identities of AAL speakers in dual-language bilingual classrooms. To be submitted Spring 2021 to *[Journal Obscured]*.

Frieson, B. L. & Scalise, M. ++ (in preparation). Researching African American Language and translanguaging in bilingual education: A literature review. To be submitted Summer 2021 to *[Journal Obscured]*.

RESEARCH GRANTS AND PROJECT SUPPORT

EXTERNAL GRANTS

Rejected

2019 **Reducing Inequality: Empowering Young Girls through Critical Civic Education**

Co-Principal Investigator. William T Grant Foundation. \$350,000. Proposal Submitted, December 2019

Co-Principal Investigator. Book development in marginalized languages in Malawi.
Proposal Submitted, November 2019.

CONFERENCE PAPERS AND WORKSHOPS

NATIONAL

Frieson, B. L. (November 2020). Panelist (*Invited*). “Advancing Pro-Blackness in Bilingual Dual Language Education: Radical Possibilities in Light of an Ethical Imperative. Panel submitted to La Cosecha Conference. With C. Aquino-Sterling (Panel Organizer & Discussant), M. DeGraff, N. Flores, & K. Sung.

Frieson, B. L. & Presiado, V. (December 2020). Presenting Author. Critical Think Alouds: Black Girls Navigating their Social Worlds through Literacy Practices. Paper submitted to the 2020 Literacy Research Association Conference, Houston, Texas.

Presiado, V. & **Frieson, B. L.** (Accepted). Presenting Author. “*Vente, We Finna Read.*”: Children Creating Translanguaging Spaces. Paper Submitted to the 2020 Literacies for All Summer Institute Conference, Normal, Illinois.
*Postponed due to COVID-19

Frieson, B. L., & Presiado, V. (Accepted). Presenting Author. Translanguaging with Multimodal Flexibility: Exploring the Power of Semiotic Tools with Elementary African American Language Speakers. Paper Submitted to the 2020 National Council Teachers of English Annual Conference, Denver, Colorado.

Frieson, B. L. (April 2020). Presenting Author. “Social justice work or disservice work for AAL speakers?” Interrogating bilingual education teacher preparation spaces. In Engaging and Reimagining Racialized Spatialities within and across Bilingual Educational Settings. Paper submitted to American Educational Research Association (AERA), Social Context of Education SIG (Division G), San Francisco. With K. Venegas (Panel Organizer), J. Alvarado, and J. Phuong & K. Gutierrez (Discussant).
*Cancelled due to COVID-19

Frieson, B. L. (March 2020). Presenting Author. “Bilingual education for who?”: Interrogating bilingual education teacher preparation for AAL speakers. Paper submitted to American Association for Applied Linguistics. Denver, Colorado.
*Cancelled due to COVID-19

Frieson, B. L. (April 2019). Presenting Author. Remixing multilingual rules: A case study of African American English speakers in a bilingual program. In Centering Justice in Bilingual

Programs. Paper submitted to American Educational Research Association (AERA), Social Context of Education SIG (Division G), Toronto, Canada. With M. Brooks (Session Organizer), R. Becerra Lubies, J. Lee, B. Pugh, & N. Guzman (Chair).

Frieson, B. L. (April 2018). Presenting Author (*Invited*). “En esta clase, hablemos español”: African American students’ language choices in a kindergarten dual-language classroom. In Raciolinguistic Perspectives on Bilingual Education. Paper submitted to American Educational Research Association (AERA), Social Context of Education SIG (Division G), New York, New York. With N. Flores (Chair), K. Sung, E. Saldivar Garcia, L. Chavez-Moreno, and O. Garcia (Discussant).

Frieson, B. L. (March 2018). Presenting Author (*Invited*). “En este clase, hablamos español.”: African-American students’ language choices in a kindergarten dual-language classroom. Paper submitted to American Association for Applied Linguistics (AAAL), Chicago, Illinois. With N. Flores (Chair), K. Sung, E. Saldivar Garcia, L. Chavez-Moreno, and J. Rosa (Discussant).

Frieson, B. L. (April 2016). African American Teacher Burnout: A Narrative Analysis. Paper submitted to American Educational Research Association (AERA), Social Context of Education SIG (Division G), District of Columbia.

LOCAL

Frieson, B. L. (February 2017). Presenting Author. “Yeah, I wanted to quit that day.”: The Lived Experiences of African-American Teacher Burnout. Paper submitted to Illinois New Teacher Collaborative Conference, Urbana, Illinois.

Frieson, B. L. (April 2016) Facilitator. “Intersectionality: Being, Seeing, and Researching as Women of Color in the Academy”. Faculty Women of Color in the Academy Conference. Urbana, Illinois.

Frieson, B. L. (March 2016). Presenting Author. “African American Teacher Burnout: A Narrative Analysis”. College of Education Graduate Student Conference. Champaign, Illinois.

Frieson, B. L. (March 2016). Presenting Author. “Translanguaging in African American Vernacular English” College of Education Graduate Student Conference. Champaign, Illinois.

INVITED TALKS, LECTURES, AND WORKSHOPS ++ denotes workshop for educators

Frieson, B. L. & Presiado, V. E. (October 2020). Shifting the Focus: Confronting AntiBlackness in Dual-Language Bilingual Education. Presentation delivered in P. Smith’s BLG 5388: Politics of Language (Graduate). Texas State University.

Heiman, D. & **Frieson, B. L.** (February 2020). "Do Black Lives Matter in Bilingual Education?". Teach-in facilitated for the Black Lives Matter at School Week of Action in the College of Education, University of North Texas, Denton, Texas.

Frieson, B. L. (October 2019). Preparing for your dissertation proposal and defense. Presentation delivered at the Doctoral Students Association Conference, University of North Texas, Denton, Texas.

Frieson, B. L. (Fall 2017). Invited Guest Lecture. African American Vernacular English. Presentation delivered in J. Sosnowski's CI 415: Language Varieties (Undergraduate). University of Illinois Urbana-Champaign.

Catedral, L. & **Frieson, B. L.** (Fall 2017). Invited Workshop Presenter. Language Attitudes Part I. Workshop conducted at Language Diversity in K-12 Initiative. Champaign Unit 4 Schools. ++

Frieson, B. L. (Fall 2016). Invited Guest Lecture. "Articulate while Black": African American English. Presentation delivered in V. Presiado's CI 433: Foundations in Bilingual Education (Undergraduate). University of Illinois Urbana-Champaign.

Frieson, B. L. (Fall 2016). Invited Panel Speaker. "Knowing your resources": Teacher Collaborations. Presentation delivered in D. Harrison's CI 406: Theory & Practice in Elementary School Teaching I (Undergraduate). University of Illinois Urbana-Champaign.

Frieson, B. L. (Fall 2015). Invited Panel Speaker. Diversity in the classroom. Presentation delivered in D. Harrison's CI 406: Theory & Practice in Elementary School Teaching I (Undergraduate). University of Illinois Urbana-Champaign.

JOURNAL ACTIVITIES

AD-HOC REVIEWER

2020-present *Journal of Language Identity and Education*

2019-present *Bilingual Research Journal*

2019-present *Review of Education, Pedagogy, & Cultural Studies*

HONORS AND AWARDS

EXTERNAL

2020 ILA Outstanding Dissertation Award Finalist (3rd Place)

2021 AAAL Outstanding Dissertation Award

2020 Cultivating New Voices, 2020-2022 Cohort, NCTE

2016 Alpha Kappa Alpha Graduate Merit Fellowship (\$800)

2007-11 North Carolina Teaching Fellows Scholarship (\$26,000/year)

INTERNAL

2019 UIUC Graduate College Excellence in Research, Teaching, & Service Award

2019 UIUC Hardie Conference Travel Award (\$500)

2018 UIUC Norman & Blanche Good Graduate Scholarship (\$1,000/year)

2018 UIUC Block Grant Conference Travel Award (\$495)

2018 UIUC Hardie Conference Travel Award (\$500)

2018 UIUC Teachers Rated as Excellent List

2017 UIUC Teachers Rated as Excellent List

2016 UIUC Office of Diversity, Equity, & Access Award

2015-17 UIUC Graduate College Fellowship (\$20,000/year)

LEADERSHIP

INTERNAL

2019-2020 Co-Chair, Equity & Diversity Committee, UNT Teacher Education & Administration Dept.

PROFESSIONAL MEMBERSHIPS

CURRENT

American Educational Research Association (AERA)

- Division G, Social Context of Education, 2015-present
- Division K, Teacher and Teacher Education

International Literacy Association, 2020-present

National Council of Teachers of English, 2019-present

- NCTEAR Early Career Cohort

Literacy Research Association, 2019-present

American Association of Applied Linguistics, 2017-present

SPECIAL CREDENTIALS/CERTIFICATIONS

- State of North Carolina, English as a Second Language K-12

INSTRUCTIONAL ACTIVITIES

AREAS OF EXPERTISE

- Black Language & Literacy Practices
- Minoritized Languages
- Literacy Education
- Bilingual Education
- Anti-Racist Pedagogies
- Critical Race Theory
- Raciolinguistics

COURSES TAUGHT

Emphasis include the development of critical perspectives in scholarly literature and curricular design rooted in the plurality of linguistically diverse students and sociocultural contexts.

*updated an existing course, **re-designed an existing course, +serving as lead instructor

University of North Texas – Teacher Education & Administration Department

*+EDRE 4840: Linguistically Diverse Learners (Undergraduate)

Fall 2020, Enrollment: 27

Fall 2020, Enrollment: 17

**+EDRE 4870: Cross-Curricular Literacy Materials & Resources (Undergraduate)

Summer 2020, Enrollment: 39

*+EDRE 4840: Linguistically Diverse Learners (Undergraduate)

Spring 2020, Enrollment: 22

**+EDRE 4840: Linguistically Diverse Learners (Undergraduate)

Fall 2019, Enrollment: 25

Fall 2019, Enrollment: 12

University of Illinois Urbana-Champaign – Curriculum & Instruction Department

*CI 415: Language Varieties, Culture, & Learning (Undergraduate)

Spring 2019, Enrollment: 31

*CI 475: Teaching Elementary Reading & Language Arts I (Undergraduate)

Spring 2019, Enrollment: 25

Spring 2018, Enrollment: 24

CI 476: Teaching Elementary Reading & Language Arts II (Undergraduate)

Spring 2018, Enrollment: 27

GRADUATE STUDENT ADVISING

Current Doctoral Committees Chaired

Lauren McKinney (Summer 2021, Expected Graduation)

Makenzi Scalise (Fall 2021, Expected Graduation)

Current Doctoral Committees Serving On

Krystle Brom (Spring 2022, Expected Graduation)

Jessica Gallow (Fall 2021, Expected Graduation)

Christean Jones

Fardowsa Madhi (Spring 2022, Expected Graduation)

Kevin Moore (Spring 2022, Expected Graduation)

SERVICE TO UNIVERSITY

University

2019 Member, Black Faculty Network

College

2019 Member, Academic Affairs, UNT College of Education

Department

2020	Member, Ad-Hoc Committee on EdD New Degree
2019	Member, Ad-Hoc Committee for International Work
2019	Member, Ad-Hoc Committee on Committees
2019	Member, Ad-Hoc Committee on Science of Teaching Reading

Program

2019-Now	Course Lead, EDRE 4840 Linguistically Diverse Learners
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