

# HUY Q. CHUNG

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## RESEARCH INTERESTS

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- Teacher Learning & Professional Development
- Curriculum & Instruction in the Humanities
- Mechanisms of Appropriation in Educational Settings
- Tools Use and Semiotics in Learning Environments
- Instructional Accommodations for English Learners
- Formative Assessments and Learning Progressions

## ACADEMIC APPOINTMENTS

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### Writing Project Director of Research

University of California, Irvine

September 2016 to Present

**PI:** Professor Carol Booth Olson

**Project:** The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Analytical Writing to Improve Academic Outcomes for Secondary English Learners

**Funding:** U.S. Department of Education Office of Innovation and Improvement: Investing in Innovation Project (i3)

### Postdoctoral Scholar-Employee

University of California, Davis

October 2015 to September 2016

**PI:** Professor Jamal Abedi

**Projects:** English Language Learners and Computerized Assessment Accommodations (ELLACC); Formative Assessments in Mathematics (FAM); & Writing Reform and Innovation for Teaching Excellence (WRITE)

**Funding:** Institute of Education Sciences; National Science Foundation (FAM)

## EDUCATIONAL HISTORY

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### University

**Ph.D., Education, University of California, Irvine**

2015

**Primary Emphasis:** Learning, Cognition, and Development

**Secondary Emphasis:** Language, Literacy, and Technology

**M.A., Learning, Cognition, & Development, University of California, Irvine**

2012

**M.Ed., Teacher Education, University of California, Los Angeles**

2007

**B.A., Comparative Literature, University of California, Berkeley**

2004

### Certifications

CA Multiple Subjects Teaching Credential: Preliminary Clear

Cross-cultural, Language, and Academic Development (CLAD) Certificate

Pearson's Learning Teams Facilitator

EdTPA Reader

University of California Analytical Writing Placement Exam (AWPE) Reader

## **RESEARCH EXPERIENCE:**

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**Project:** Comparability of English Language Proficiency Assessments across the Nation: Toward a Common Definition of English Learner

**Institution-Date:** UC Davis-August 2017 to August 2021

**PI:** Drs. Jamal Abedi & Robert Bayley

**Funding:** Institute of Education Sciences-under review

**Role:** Co-author of grant; Contractor

**Project:** WRITE Disciplinary Language and Literacy

**Institution-Date:** San Diego County Office of Education-August 2017 to August 2021

**PI:** Drs. Julie Goldman & Olympia Kyriakidis

**Funding:** Institute of Education Sciences-under review

**Role:** Co-author of grant; Contractor

**Project:** Tools that Transform Secondary English Pre-Service Teachers into Teachers

**Institution-Date:** UC Irvine-September 2014 to Present

**Funding:** California Council on Teacher Education Quest Grant (\$250)

**Role:** Principal Investigator

**Project:** Distinguishing between Low English Proficiency and Learning Disabilities

**Institution-Date:** UC Davis-August 2016 to August 2020

**PI:** Drs. Jamal Abedi & Robert Bayley

**Funding:** Spencer Foundation-pending

**Role:** Co-author of grant; Contractor

**Project:** The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Analytical Writing to Improve Academic Outcomes for Secondary English Learners

**Institution-Date:** UC Irvine-January 2014 to September 2015

**PI:** Drs. Carol Booth Olson & George Farkas

**Funding:** Office of English Language Acquisition

**Role:** Graduate Student Researcher

**Projects:** English Language Learners and Computerized Assessment Accommodations (ELLACC); Formative Assessments in Mathematics (FAM); & Writing Reform and Innovation for Teaching Excellence (WRITE)

**Institution-Date:** UC Irvine-September 2013 to September 2015

**PI:** Dr. Jamal Abedi, UC Davis: (visiting scholar at UC Irvine for AY 2013-2014)

**Funding:** Institute of Education Sciences; National Science Foundation (FAM)

**Role:** Graduate Student Researcher

**Project:** The Pathway to Academic Success: Enhancing Student Achievement through the Common Core Standards

**Institution-Date:** UC Irvine-September 2013 to September 2014

**PI:** Drs. Carol Booth Olson & Joshua Lawrence

**Funding:** California Postsecondary Education Commission

**Role:** Graduate Student Researcher

## **SCHOLARLY ACTIVITIES**

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### Peer-Reviewed Academic Publications

- PP3.** Olson, C.B., Matuchniak, T., **Chung, H.Q.**, Stumpf, R.A., & Farkas, G. (*Accepted*). Reducing achievement gaps in academic writing for Latino secondary students and English learners. *Journal of Educational Psychology*.
- P2.** **Chung, H.Q.** & van Es, E.A. (2014b). Varied appropriations of tools from professional development: Moving beyond levels. In J.L Polman, E.A. Kyza, D.K. O'Neill, I. Tabak, W.R. Penuel, A.S. Jurow, K. O'Connor, T. Lee, & L. D'Amico (Eds.), *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS) 2014, Volume 1* (pp. 418-425). Boulder, CO: International Society of the Learning Sciences.
- P1.** **Chung, H.Q.**, & van Es, E.A. (2014a). Pre-service teachers' use of tools to systematically analyze teaching and learning. *Teachers and Teaching: Theory and Practice*, 20(2), 113-135. doi:10.1080/13540602.2013.848567

### Publications in Progress

- PP6.** Lee, H., **Chung, H.Q.** & Abedi, J. Formative assessments in mathematics as a response to the Common Core State Standards.
- PP5.** **Chung, H.Q.** The impact of teachers' appropriation of learning from professional development for English teachers.
- PP4.** **Chung, H.Q.** & Abedi, J. Working like a scientist, teaching like a scientist: Integrating scientific experience into the school curriculum.
- PP3.** **Chung, H.Q.** Implicit and explicit tools as teacher education curriculum during field work.
- PP2.** Langdon, L., & **Chung, H.Q.** The importance of emotions: Higher education students' reactions to instructor feedback during freshmen writing courses.
- PP1.** **Chung, H.Q.**, Flynn, D.T., Conchas, G.Q., & Oseguera, L. How curriculum and community service learning influence perspectives on social inequality and opportunity: An exploratory case study of university students in the United States.

### Refereed Presentations

- RP21.** **Chung, H.Q.** (2016). Formative assessments in mathematics effects on both teachers and students. Research paper presented at the *UC Davis Postdoctoral Research Symposium*.
- RP20.** La Torre Matrondola, D., **Chung, H.Q.**, Ong, C., Abedi, J., Schaaf, K., Abhari, B., & Banes, L. (2016). Complementary approaches to formative assessment in mathematics. Research symposium presented at the *National Council of Teachers of Mathematics 2016 annual meeting* in San Francisco, CA.
- RP19.** Olson, C.B., Mathuchniak, T., **Chung, H.Q.**, Stumpf, R.A., & Farkas, G. (2016).

Reducing achievement gaps in academic writing for Latinos and English Learners in grades 7-12. Paper presented at the *American Educational Research Association* annual meeting in Washington, D.C.

- RP18.** Olson, C.B., Mathuchniak, T., **Chung, H.Q.**, Stumpf, R.A., & Farkas, G. (2016). Addressing achievement gaps in academic writing for Latinos and English Learners in grades 7-12. Paper presented at the *Society for Research in Educational Effectiveness* annual meeting in Washington, D.C.
- RP17.** **Chung, H.Q.**, Abedi, J., Abhari, B., & Banes, L. (2015). Formative assessments as opportunities for learning. Paper presented at the *California Educational Research Association* conference in Anaheim, CA.
- RP16.** Olson, C.B., Mathuchniak, T., **Chung, H.Q.**, Stumpf, R.A., & Farkas, G. (2015). Closing the writing achievement gap for secondary school Latino students and English Learners. Paper presented at the *Literacy Research Association* conference in Carlsbad, CA.
- RP15.** **Chung, H.Q.** (2015). Tools that transform secondary English pre-service teachers into teachers. Research presentation presented at the *California Council on Teacher Education* Spring Conference in San Jose, CA.
- RP14.** **Chung, H.Q.** & van Es, E.A. (2014). Varied appropriations of tools from professional development: Moving beyond levels. Paper presented at the *11th International Conference of the Learning Sciences* in Boulder, CO.
- RP13.** **Chung, H.Q.** (2014c). Appropriating and enacting literacy tools while teaching: The case of the Pathway Project. Research paper presented at the *American Educational Research Association* annual meeting in Philadelphia, PA.
- RP12.** **Chung, H.Q.** (2014b). Appropriating and enacting literacy teaching practices in the context of the Pathway Project professional development program. Poster presented at the *American Educational Research Association* annual meeting in Philadelphia, PA.
- RP11.** **Chung, H.Q.** (2014a). Appropriating tools for English language arts teaching: Reasons, influences, and impacts. Research paper presented at the *California Council on Teacher Education* Spring Conference in San Jose, CA.
- RP10.** **Chung, H.Q.** (2013). Building a knowledge base for teaching literacy: English language arts pre-service teachers' use of cognitive strategies and their impact on student learning. Research presentation at the *Conference on English Education* held in Fort Collins, CO.
- RP9.** **Chung, H.Q.**, & van Es, E.A. (2013). Pre-service teachers' use of tools to systematically analyze teaching and learning. Research symposium presented at the *American Educational Research Association* annual meeting in San Francisco, CA.
- RP8.** **Chung, H.Q.** (2012b). Tracing the lines: English language arts pre-service teachers' varied

analyses of the impact of their teaching on student learning. Research round table presentation at the annual convention of the *National Council of Teachers of English* held in Las Vegas, NV.

- RP7. Chung, H.Q., & Yeh, C. (2012).** Leveraging the component parts of teaching: Developing preservice teachers' skills in analyzing student learning. Research presentation at the *California Council on Teacher Education Fall Conference* held in San Diego, CA.
- RP6. Chung, H.Q. (2012a).** Appropriating teaching methods: English language arts pre-service teachers' use of cognitive strategies while student teaching. Research round table presentation at *The Inaugural Southern California Rhetoric & Composition Research Symposium* held in Irvine, CA.
- RP5. Chung, H.Q. (2011c).** Students before content: A case study of an ethnic minority teacher in professional development for history teachers. Poster presentation at the *California Educational Research Association Conference* held in Anaheim, CA.
- RP4. Barnhart, T., Chung, H.Q., & van Es, E.A. (2011).** Learning to learn from teaching across the disciplines. Research presentation at the *California Council on Teacher Education Fall Conference* held in San Diego, CA.
- RP3. Chung, H.Q. (2011b).** A literacy for teaching: Theories as sponsors of teaching. Poster presentation at the *California Council on Teacher Education Fall Conference* held in San Diego, CA.
- RP2. Chung, H.Q. (2011a).** The many faces of teaching: Comparing and contrasting English language arts pre-service teachers' conceptions of teaching. Poster presentation at the *California Council on Teacher Education Spring Conference* held in San Jose, CA.
- RP1. Munshi, R., Chung, H.Q., & van Es, E.A. (2011).** Learning to learn from teaching: A model for learning from analysis and reflection of one's own practice. Workshop session presented at the *UCLA Curtis Center Mathematics and Teaching Conference* held in Westwood, CA.

#### Invited Presentations

- IP7. Chung, H.Q. (2015c).** Learning progressions: A component of trans(formative) assessment vis-à-vis James Popham. Professional development seminar presented to UC Irvine Writing Project, Irvine, CA.
- IP6. Chung, H.Q. (2014b).** Appropriating and enacting literacy tools while teaching: The case of the Pathway Project. Seminar presentation for UCI Graduate Course, Qualitative Research Methods II, Irvine, CA.
- IP5. Chung, H.Q. (2013; 2014a; 2015).** Considerations when analyzing your own teaching:

Exploratory analysis of PACT-TE responses. Seminar presentation for UCI Credential Course, Methods in English Teaching, Irvine, CA.

**IP4. Chung, H.Q.** (2012c). The Framework for Analyzing Teaching: Conceptual tool use in English language arts pre-service teachers when analyzing their own teaching. Seminar presentation for UCI Graduate Course, Teacher Thinking and Learning, Irvine, CA.

**IP3. Chung, H.Q.** (2011b). Beyond the efferent: Encouraging aesthetic responses to literature. Workshop presentation at the 2011 UCI Writing Project Summer Institute, Irvine, CA.

**IP2. Chung, H.Q.** (2011a). The many faces of teaching: Comparing and contrasting English language arts pre-service teachers' conceptions of teaching. Poster presentation at the 2011 UCI's School of Education Inaugural Alumni Event, Irvine, CA.

**IP1. Chung, H.Q.** (2010). How to disseminate findings from action research. Lecture in UCI Teacher Education Program course, Critical Assessment of Teaching Practice and Learning, Irvine, CA.

## **HONORS AND AWARDS**

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### *Scholarships*

2014	UCI School of Education Keith Curry Scholarship
2009-2013	Gates Millennium Scholarship: UCI
2005-2007	Gates Millennium Scholarship: UCLA
2000-2004	Gates Millennium Scholarship: UC Berkeley
2000	Cal Bears Scholarship
2000	Garden Grove, CA Strawberry Festival Scholarship
2000	Tylenol Corporation Scholarship

### *Fellowships*

2014	AERA: Division K Graduate Student Seminar
2009-2013	UCI School of Education Fellowship
2012	UC Evaluation Center Institute Summer Fellow
2011	UCI Writing Project Summer Fellow
2005	UCLA Graduate School of Education Vera Strayer Fellowship

### *Service Awards*

2013	UC Irvine School of Education Graduate Student Service Award
2004	UC Berkeley Chancellor's Volunteer Award
2004	UC Berkeley's Department of Comparative Literature Volunteer Award

### *Grants*

2014	California Council on Teacher Education Quest Grant
2014	SREE Short Course: Value Added Models
2013	UCI School of Education Conference Presentation Grant
2012	UCI School of Education Conference Presentation Grant

## **TEACHING INTERESTS**

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- Teacher Learning & Professional Development
- Curriculum & Instruction in the Humanities
- Tools and Learning Environments
- Instructional Accommodations for English language learners
- Action Research and Mixed-Methods Methodology

## **PROFESSIONAL TEACHING HISTORY**

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**Teacher Supervisor:** January 2014 to June 2014 UC Irvine  
**Multiple-subjects:** Supervised 12 credential candidates as they student teach and completed requirements for licensure and guided them in exploring critical pedagogy and student learning. I observed each student teacher three times a quarter, debriefed with them, scored EdTPA portfolios, attended supervisor meetings, and provided feedback on lesson plans on all subjects.

**Teaching Assistant:** June 2010 to August 2013 UC Irvine  
**Education 205:** *Critical Assessment of Teaching Practice and Learning* (Taught 3 times)  
Helped grade assignments, supervised capstone projects, provided advice regarding literature review, met with individual groups, lectured on dissemination of action research, and ethics.  
**Education 207:** *Quantitative Literacy*  
Helped grade assignments, maintained course website, created handouts about content, created make-up quizzes, lectured on APA guidelines and writing an abstract.

**Middle School Teacher:** July 2006 to June 2009 Los Angeles Unified  
**6<sup>th</sup> and 7<sup>th</sup> grade humanities:** *English, history, art/drama, world mythology, and advisory*  
Created interdisciplinary curriculum for literacy development around fictional and non-fictional texts, taught all sections, maintained grade book for all sections, and advised students. I also served as a CFASST support provider for new teachers at my school.

**Substitute Teacher:** January 2005 to June 2005 Garden Grove Unified  
**All grade levels:** *Varying subjects and topics*  
Followed teachers' lesson plans and supervised students' work

**Instructional Provider:** November 2004 to June 2005 Santa Ana Unified  
**6<sup>th</sup>-8<sup>th</sup> grade:** *After school tutoring, remediation, and standardized test preparation*  
Retought language lessons, assessed students for instructional needs, provided tutoring, created and taught standardized test curriculum.

**Instructional Assistant:** November 2004 to July 2005 Rancho Santiago Community College  
**Adult ESL:** *Assistant to Testing Coordinator*  
Assess students on literacy development; helped assign appropriate assessments; administrative work such as attendance sheets, data entry on student information, and records

**Writing Tutor:** January 2003 to May 2004 UC Berkeley Student Learning Center  
**All levels:** *Academic English tutoring*

Provided one-on-one tutoring sessions with students of all academic levels and disciplines on organization, clarity, language expression, grammar, vocabulary, and syntax

## **SERVICE**

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### University Service

Reviewer:	UC Davis Postdoctoral Research Symposium	2016
Education Committee:	DECADE Program:	2013-2014
Graduate Student Liaison:	Committee on Faculty Welfare:	2010-2011
Council Member:	Associated Graduate Students:	2010-2011
Education Representative:	Graduate Student Writing Center Committee:	2006-2007

### Department Service

Committee Lead:	Associated Doctoral Students in Education:	2012
Committee Member:	Department of Education PhD Recruitment Weekend:	2010
Student Liaison:	PhD Professional Development Seminar program:	2009-2012
Lab Manager:	Teacher Learning Group:	2009-2012
Program Representative:	Graduate Student Association in Education:	2005-2007

### Professional Service

Reviewer:	English Education	2014 to present
Reviewer:	Teacher Education Quarterly:	2014 to present
Reviewer:	California Council on Teacher Education:	2013 to present
Reviewer:	AERA: Division K:	2013 to present
Reviewer:	Journal for Learning through the Arts:	2010 to present
Support Provider:	Beginning Teacher Support and Assessment:	2008-2009
Guiding Teacher:	UCLA Teacher Education Program:	2008, 2009
Secretary:	School Site Council:	2007-2009
Facilitator:	Learning Teams:	2007-2009
Small Learning Community Representative:	Advisory Committee:	2007-2009
Lead Teacher:	LA Opera's Opera In-schools program:	2006
Committee Member:	English Learners Advisory Committee:	2005-2006
Curriculum Development Intern:	Museum of Tolerance:	2005-2007

### Community Service

Advisory Board Member:	CSUF-Vietnamese American Education Advisory Council
Mentor:	GMS/APIASF Mentoring Program
Committee Member:	GMS/APIASF Academic Advisory
Program Manager:	Student Tutorial Resources for Immigrant and Vietnamese Education

## **PROFESSIONAL AFFILIATIONS**

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American Educational Research Association  
California Council on Teacher Education  
Conference on English Education  
International Society of the Learning Sciences  
National Council of Teachers of English  
University of California, Irvine Writing Project II

## **PROFESSIONAL REFERENCES**

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