

# Jennifer Drake Patrick

---

## EDUCATION

<b>Ph. D,</b> December 2009	<b>The University of Florida</b> , Gainesville, FL, College of Education: Reading and Literacy Dissertation: Crossing Borders: High school science teachers learning to teach the specialized language of science. Chair: Zhihui Fang
<b>M. Ed</b> August 1993	<b>Miami University</b> , Oxford, Ohio, College of Education, Health, & Society: Reading
<b>B. S.</b> August 1992	<b>Miami University</b> , Oxford, Ohio, Bachelor of Science in College of Education: Communications Education

## PROFESSIONAL EXPERIENCE

**George Mason University, College of Education and Human Development**,  
Fairfax, Virginia, August 2012-present, *Associate Professor*

**CEEDAR Center**, Gainesville, FL, November 2020-present, *Technical Assistance State Lead*

**Northwest Education Service District 189**, Anacortes, Washington, October 2017-June 2018, *Program Specialist*

**The University of Florida**, School of Teaching and Learning, Gainesville, Florida  
September 2004- 2009, *Graduate-assistant*

**Old Dominion University**, Office of the President, Norfolk, Virginia, July 2003  
*Instructor*, Summer Youth Reading/Math Camp

**The Johns Hopkins University**, Center for Reading Excellence, Baltimore, Maryland  
October 1999- June 2002, *Mentor-liaison*, Middle School Reading Assistance Project,  
Hamilton Middle School

**Clay High School**, Green Cove Springs, Florida, August 1997-June 1999, *Reading & English teacher*, grades 9-11.

**Frank H. Peterson Academy of Technology**, Jacksonville, Florida, August 1996-June 1997, *English teacher/Department Head*, grades 10-12.

**Worthington Kilbourne Middle School**, Worthington, Ohio, September 1993- June 1995, *Reading teacher*, grades 6-8.

## TEACHING

**George Mason University**, College of Education and Human Development, Fairfax, Virginia August 2012- August 2018, *faculty*

Courses taught:

- Literacy in the Content Areas, Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2018, Spring 2019, Fall 2020, Spring 2020, Fall 2021, Spring 2021, Spring 2022, Spring 2023
- Literacy and Curriculum Integration: Focus on Art, Music and Dance, Fall 2012
- Working Effectively as a Literacy Facilitator in School and Community Settings, Fall 2012,
- School-Based Leadership in Literacy, Fall 2012, Fall 2013, Fall 2014, Spring 2023
- Advanced Literacy and Foundations: Adolescence through Adulthood, Spring 2013, Spring 2014, Spring 2015, Fall 2016, Spring 2019, Spring 2020, Spring 2021, Summer 2022, Spring 2022, Summer 2022
- Literacy Assessments & Interventions for Groups, Spring 2013, Fall 2014, Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2023
- School-Based Inquiry in Literacy, Summer 2015, Summer 2016, Summer 2019, Summer 2020, Summer 2021, Summer 2022
- Teaching Young Adult Literacy in a Multicultural Setting, Summer 2015
- Professional Development in Elementary, Literacy, and Secondary Education, Spring 2015
- Foundations of Secondary Education, Summer 2020, Summer 2021
- Supervised Literacy Practicum, Summer 2022
- Creating Change through Data-Oriented Coaching, Spring 2023

**The University of Florida**, School of Teaching and Learning, Gainesville, Florida, August 2004- December 2006, *Graduate Assistant*

Courses taught:

- Reading in the Content Area, Fall 2004, Fall 2005
- Student teaching seminar, Spring 2006

**The Johns Hopkins University**, Teacher Development and Leadership, October 1999-  
June 2002, *Faculty Associate*

Courses taught:

- Reading in the Content Areas I, Fall 1999, 2000
- Reading in the Content Areas II, Spring 2000, 2001
- Materials for Teaching Reading, Spring 2000, 2001, Fall 2001
- Instruction for Reading, Summer 2001, Spring 2002

## AWARDS

**Outstanding Graduate Research Award**, The University of Florida Department of  
Teaching and Learning, Spring 2010

## PUBLICATIONS

**Drake Patrick, J.**, & Fang, Z. (2022). High school science teachers learning to teach reading through a functional focus on language: Toward a grounded theory of teacher learning. In L. Seah, R. Silver, & M. Baildon (Eds.), *The role of language in content pedagogy: A framework for teachers' knowledge*. Springer.

**Drake-Patrick, J.**, Pellegrino, A., Peters-Burton, E. E., Rankin, B., Walton, J. B., & Johnson, C. C. (2020) Module Lessons – Healthy living. In C.C. Johnson, J. R. Walton, and E. E. Peters-Burton (Eds.) *STEM road map, 9-12: Integrated STEM teaching in high school*. NSTA Press.

Peters-Burton, E. E., Pellegrino, A., Rankin, B., **Drake-Patrick, J.**, Poland, S., Walton, J. B., & Johnson, C. C. (2018) Module lessons – Construction materials. In C.C. Johnson, J. R. Walton, and E. E. Peters-Burton (Eds.) *STEM road map, 9-12: Integrated STEM teaching in high school*. NSTA Press.

**Drake Patrick, J.** & Mattix Foster, A. A. (2016). Supporting military-connected children in the classroom. *Early Years Bulletin*, 3(3), 8-9.

Mattix Foster, A. A. & **Drake Patrick, J.** (2015). Promoting science inquiry: Text sets as a gateway to learning. *Making Literacy Connections*, 30, 17-23.

Fang, Z., Lamme, L., Pringle, R., **Patrick, J.**, Sanders, J., Zmach, C., Charbonnet, S., & Henkel, M. (2008). Integrating reading into middle school science: What we did, found, and learned. *International Journal of Science Education*, 30(15), 2067- 2089, <https://doi.org/10.1080/09500690701644266>



Analysis.

**Naval Education and Training Center**, Newport Rhode Island, (2009 Spring). Command Spouse Leadership School.

**The Johns Hopkins University**, Baltimore, Md. (2002). Completed grant-writing course

**Ohio Writing Project**, Miami University, 1993-1998 Attended advanced 2-week institute and 4-week summer institute.

**Jaxwrite Writing Project**, University of North Florida, 1997. Attended 4-week summer institute.

## **PROFESSIONAL AFFILIATIONS**

**International Literacy Association**

**Literacy Research Association**

**National Council of Teachers of English**

**Virginia State Literacy Association**