

NINA RADAKOVIC SCHOONOVER

University of Virginia, Center for Community Partnerships
201 W Main St, Charlottesville, VA 22903

PROFESSIONAL EXPERIENCE

Senior Research Specialist | May 2022- Present

Center for Community Partnerships at the University of Virginia, Charlottesville, VA

Research Assistant | August 2017-May 2022

North Carolina State University, Raleigh, NC

EDUCATION

Ph.D. Teacher Education & Learning Sciences | May 2022

North Carolina State University, Raleigh, NC

Program Area: Literacy and English Language Arts Education

M.A. Teaching Secondary English | December 2014

Mary Baldwin University, Staunton, VA

Virginia Post-Graduate Professional Teaching License, English 7-12

B.A. English Language and Literature | May 2012

University of Virginia, Charlottesville, VA

TEACHING EXPERIENCE

North Carolina State University | Raleigh, NC | 2018-2021

ECI 430: Methods & Materials for Teaching ELA in Middle Grades

ECI 306: Reading Across the Content Areas in Middle Grades

ECI 496: MSL Student Teaching Internship/Senior Seminar

ECI 445: New Literacies, Emerging Technologies, & Electronic Portfolios

University Supervisor for Middle Grades ELA & Social Studies Student Teachers

Hyde Park High School | Austin, TX | 2015-2017

11th Grade English Teacher

Monticello High School | Charlottesville, VA | 2014-2015

11th Grade English Teacher |

Village School | Charlottesville, VA | 2013-2014

5th-8th Grade Skills & Enrichment Teacher

FUNDED PROJECTS

Enhancing Research Use in School District and Legislator Decision-Making across Virginia

4-VA: Advancing the Commonwealth Award (\$15k)

Role: Principal Investigator

09/02/2025-06/30/2026

Starr Hill Pathways Program

William R. Kenan, Jr. Charitable Trust (\$500k)

Role: Lead Researcher

09/01/2025-09/01/2028

Bridging Institutions to Close Youth Opportunity Gaps

Institutional Challenge Grant | William T. Grant & Doris Duke Foundation (\$650k)

Role: Lead Researcher

09/01/23-07/01/26

PUBLICATIONS

Journal Articles

Falter, M. M., & Schoonover, N. R. (under review). How do you solve a problem* like maria? Unpacking tensions between researcher and participant in qualitative work. *Qualitative Inquiry*.

Schoonover, N. R. (under review). The art of English: A qualitative study on integrating the arts into the ELA Curriculum. *Curriculum Inquiry*.

Williams, J. W., Lemma, Y., Schoonover, N. R., Rustia, M., & Allen, B. (under review). "I'm going to college": Protective factors shaping the college-going identity of prospective first-generation college students of color. *Professional School Counseling Journal*.

Carlock, R. H., Kayser, A. A., Chang-Bacon, C., Schoonover, N. R. (under review). "I ask different questions now": Teacher perspectives on family/community engagement in a culturally sustaining professional learning program. *Teaching and Teacher Education*.

Schoonover, N. R., Nicholson, T. D., Williams, J. W., Carlock, R., & Allen, E. B. (under review). Building aspirations, aligning expectations, and breaking barriers: An exploration of the career goals of prospective first-generation college students. *Journal of Career Development*.

Chang-Bacon, C., Carlock, R., Kayser, A., Flores-Curley, M., Guzmán, M., Schoonover, N., & Allen, B. (under review). Do micro-credentials advance Culturally Responsive Pedagogy? A mixed methods

- study of teacher perspectives and student outcomes. *American Educational Research Journal*.
- Harris, J., Schoonover, N. R., Jones-Lewis, S., & Gaillard, C. (under review). Embracing community-engaged scholarship: Principles and practices from the equity center at UVA. *Transformative Social Impact*.
- Hu, C., Schoonover, N. R., Chang-Bacon, C. (under review). Repertoires of everyday resistance: Local youth of color in a university educational equity program. *Harvard Educational Review*.
- Flores-Curley, M., Chang-Bacon, C., Schoonover, N. (2025). "Spanish is hard, but I don't want to forget it": Bilingualism and identity in multilingual learner middle schoolers. *Journal of Language, Identity and Education*, 1-15.
- Schoonover, N. R. (2021). Exploring teachers' visual literacy skills and dispositions through participation in a museum-sponsored online professional development. *Journal of Visual Literacy*, 40(1), 71-89.
- Schoonover, N. R., & Debnam-O'Dea, R. (2020). Wide awake! Releasing student imagination and engagement through creative writing. *Fringes: The North Carolina English Teachers' Association Journal* 2(1), 3-7.
- Cervantes, A., Cruz, B., Dufresne, K., Garcia-Galindo, K., Hernandez, A. G., Lee, C. C., Schoonover, N. & Zavala, L. (2020). Justice poets and proponents: Creating safe spaces for minorities. *Fringes: The North Carolina English Teachers' Association Journal* 2(1), 37-47.
- Holmes, C., Schoonover, N., Atkinson, A. (2020). Negotiating teacher positionality: Preservice teachers confront assumptions through collaborative book clubs in a social studies methods course. *Journal of Social Studies Research*, 45(2021), 118-129.
- Lee, C. C., Falter, M. M., & Schoonover, N. R. (2020). Encountering the affective in Latino immigrant youth narratives. *Reading Research Quarterly*, 56(2), 273-292.
- Anderson, M. G., Schoonover, N. R., Falter, M. M. (2020). Graphic novels as weapons of empathy: Inquiring into immigrant and refugee stories through images and words. *Oregon English Journal*, 42(1), 21-27.
- Schoonover, N. R. (2020). Intersecting compositional and transactional theory: How art can help define reader response. *Journal of Aesthetic Education*, 54(1), 90-100.
- Lee, C. C., & Schoonover, N. R. (2019). "My life's blueprint": Publishing critical youth narratives in community-based organizations. *English Teaching: Practice & Critique*, 19(1), 107-120.

Program Evaluations and School Reports

Muralidharan, A., Schoonover, N. R., Carlock, R. (2025). Albemarle County Public Schools Student Success Report. Charlottesville, VA.

Schoonover, N. R., & Muralidharan, A. (2025). Starr Hill Pathways Annual Report. Center for Community Partnerships at the University of Virginia, Charlottesville, VA.

Amoako-Kayser, A., Carlock, R., Chang-Bacon, C., & Schoonover, N. R. (2024). Evaluating the impact of the culturally responsive teaching professional learning program. Albemarle County Public Schools, Charlottesville, VA.

Schoonover, N. R., & Muralidharan, A. (2024). Starr hill pathways: Annual program evaluation 2023-2024. The Equity Center at the University of Virginia, Charlottesville, VA.

Schoonover, N. R., & Jones-Lewis, S. (2022). Starr hill pathways summer program: Program Evaluation. The Equity Center at the University of Virginia, Charlottesville, VA

Education Research Briefs

Schoonover, N. R., & Muralidharan, A. (2025). Math course acceleration: Increasing rigor & advancing Virginia students' post-secondary futures: Research Brief. Center for Community Partnerships at the University of Virginia, Charlottesville, VA.

Muralidharan, A., & Schoonover, N. R. (2025). Self-efficacy research brief. Center for Community Partnerships at the University of Virginia, Charlottesville, VA.

Lee, C.C., Picart, J., Schoonover, N. & Dufresne, K.V. (2020). The power of youth voices: bringing a publishing curriculum to your classroom [Education brief]. Friday Institute of Educational Innovation: North Carolina State University.

Book Chapters

Lee, C. C., Picart, J., Schoonover, N., & Dufresne, K.V. (2020). Partnering and writing with youth in community organizations. In L. A. Henry & N. A. Stahl (Eds.) *Literacy Across the Community: A Handbook of Research and Praxis*. Routledge.

Schoonover, N. R., & Falter, M. M. (2020). Exploring vice characters, gothic literature, and the immigrant experience in *Anya's Ghost*. In V. Malo-Juvera & P. Greathouse (Eds.) *Breaking the Taboo with Young Adult Literature*. Rowman and Littlefield.

Falter, M. M., & Schoonover, N. R. (2018). Still fighting for migrant workers' rights 75 years later: A critical approach to teaching *The Grapes of Wrath* through contemporary youth testimonios. In M. Macaluso (Ed.) *Teaching the Canon in 21st Century Classrooms: Challenging Genres*. (pp. 53-66). Sense Publishers.

Schoonover, N. R., & Atkinson, A. A. (2018). Envisioning alternate realities of loss: Using imagination to bridge classroom conversations about grief through *Peter Pan* and *The Wendy Project*. In M. M. Falter & S. Bickmore (Eds.) *When Loss Gets Personal: Discussing Death through Literature in the Secondary ELA Classroom*. Rowman and Littlefield.

CONFERENCE PRESENTATIONS

Schoonover, N. R., Muralidharan, A., Carlock, R., Nicholson, T., & Allen, B. (2025, April). Building Aspirations, Aligning Expectations, and Breaking Barriers: The Career Goals of Prospective First-Generation College Students. Roundtable presentation at the meeting of the American Educational Research Association in Denver, CO.

Chang-Bacon, C. K., Hu, C., Schoonover, N. (2025, April). "Because Estamos Gringas": Raciolinguistic Ideologies in a Bilingual Tutoring Program. Paper presentation at the meeting of the American Educational Research Association in Denver, CO.

Hu, C., Schoonover, N. R., Chang-Bacon, C. (2024, April). Analogizing and resisting: Examining youth perspectives of transformational institutional claims in a university-community equity intervention. Roundtable at the American Educational Research Association in Philadelphia, PA.

Chang-Bacon, C., Vargas, I., Hu, C., Montalvo, L., & Schoonover, N. (2024, April). Interrogating hierarchies of language: Language ideologies and access in a bilingual tutoring program. Paper presentation at the meeting of the American Educational Research Association in Philadelphia, PA.

Hu, C., & Schoonover, N.R. (2023, November). Local youth, social justice, and the university: Examining the transformation of institutional claims and student experiences. Paper presentation at the meeting of the American Educational Studies Association in Louisville, KY.

Allen, E. B., Carlock, R., Montalvo, L., & Schoonover, N.R. (2023, November). Cultivating college and career aspirations: A community partnership to reduce inequalities for youth. Panel presentation at the meeting of the Association of Middle Level Educators in National Harbor, MD.

Schoonover, N.R. (2022, February). Arts integration as a critical and conscious pedagogy in secondary ela classrooms. Paper presented at the meeting of the National Council of Teachers of English Assembly of Research [online].

Schoonover, N.R. (2021, November). Using multimodal narratives to address key issues: Making zines and comics to tell our stories. Roundtable presented at the meeting of the National Council of Teachers of English [online].

Schoonover, N.R. (2021, October). Multimodal methods for engaging students with social issues. Workshop presentation at the meeting of the North Carolina English Teachers' Association Annual Conference in Greensboro, NC.

Falter, M. M., & Schoonover, N. R. (2021, May). When participants and researchers don't see eye to eye: Practicing uncomfortable reflexivities in qualitative research. Paper presented at the meeting of the 17th International Congress of Qualitative Inquiry [online].

Holmes, C., Schoonover, N., Atkinson, A. (2021, April). Negotiating Preservice Teacher Positionalities Through Collaborative Dialogue and Book Clubs. Paper presented at the meeting of the American Educational Research Association [online].

Schoonover, N. R. & Debnam-O'Dea, R. (2020, December). Picturing the classroom: Using visual methods to study literacy teacher experiences. Paper presented at the meeting of the Literacy Research Association [online].

Schoonover, N. R. (2020, November). Culturally responsive photography: Using cameras to build classroom relationships. Roundtable presented at the meeting of the National Council of Teachers of English [online].

Schoonover, N. R. (2020, November). Photography as a cultural tool: Teaching ELA through the camera lens. Workshop presentation at the meeting of the North Carolina English Teachers' Association Annual Conference [online].

Lee, C. C. & Schoonover, N. R. (2020, Apr 17-21). Publishing critical youth narratives through community-university partnerships. [Roundtable Session]. American Educational Research Association Annual Meeting San Francisco, CA <http://tinyurl.com/wcmkv3u> (Conference Cancelled).

Lee, C. C. Falter, M., & Schoonover, N. (2019, December). Encountering the affective in Latino immigrant youth narratives. Paper presented at the meeting of the Literacy Research Association in Tampa, FL.

Lee, C. C., & Schoonover, N. (2019, December). "What was, what is, what will be": Centering youth narratives in community-based organizations. Paper presented at the meeting of the Literacy Research Association in Tampa, FL.

Schoonover, N. (2019, November). True stories of conflict: Using nonfiction titles to spark student

Inquiry. Roundtable presented at the meeting of the National Council of Teachers of English in Baltimore, MD.

Schoonover, N., Dufresne, K. V., & Lee, C. C. (2019, November). 21st century teaching: Bringing a publishing curriculum to your classroom. Roundtable presented at the meeting of the National Council of Teachers of English in Baltimore, MD.

Schoonover, N., Falter, M., & Anderson, M. (2019, November). Graphic novels as weapons of empathy: Inquiring into immigrant and refugee stories through images and words. Roundtable presented at the meeting of the National Council of Teachers of English in Baltimore, MD.

Schoonover, N., Holmes, C., & Atkinson, A. (2019, July). Preservice middle school social studies teachers confront assumptions and positionality through dialogue. Roundtable presented at the meeting of the English Language Arts Teacher Educators Conference in Fayetteville, AR.

Schoonover, N. R. (2019, July). True stories of conflict: Using nonfiction titles to spark student inquiry. Roundtable presented at the meeting of the English Language Arts Teacher Educators Conference in Fayetteville, AR.

Falter, M., & Schoonover, N. (2019, April). "These kids have stuff to say": A multi-case study of English language arts teachers' critical dialogues with students about racial injustice through literature. Poster presentation at the American Educational Research Association Annual Meeting, Toronto, CAN.

Schoonover, N., Boone, J., Atkinson, A. (2019, March). Encountering yourself in the classroom: Visual and sensory strategies for culturally relevant literacy instruction. Workshop presentation at the meeting of the North Carolina Reading Association conference in Raleigh, NC.

Holmes, C., Schoonover, N. R., Atkinson, A. A. (2019, February). Negotiating teacher positionalities: Preservice middle school teachers confront assumptions through book clubs. Research presentation at the meeting of the Journal of Language and Literacy Education Conference in Athens, GA.

Schoonover, N. R. (2018, November). Exploring equity and justice in the female immigrant experience through Anya's Ghost. Roundtable presented at the meeting of the National Council of Teachers of English in Houston, TX.

Falter, M. M., & Schoonover, N. R. (2018, November). Still fighting for migrant workers' rights 75 years later: A critical approach to teaching the grapes of wrath through contemporary youth testimonios. Roundtable presented at the meeting of the National Council of Teachers of English in Houston, TX.

Schoonover, N. R., & Debnam-O’Dea, Rachael. (2018, October). Releasing student imagination through powerful storytelling and creative writing. Workshop presentation at the meeting of the North Carolina English Teachers Association in Greenville, NC.

AWARDS

NC State Graduate Student Association Research Infographic Competition 2021- 1st Place in Storytelling

NC State College of Education Dissertation Support Grant

Funded Amount: \$1,000

NC State Graduate Student Association Award for Excellence in Classroom Teaching 2020

Dean’s Travel Award for study in Finland and Estonia Summer 2018

Funded amount: \$1,500

PROFESSIONAL SERVICE

Piedmont Virginia Community College Board Member – City of Charlottesville

Term 2024-2028

American Educational Research Association (AERA)

American Educational Studies Association (AESA)

Peer-Review

Journal of Adult & Adolescent Literacy | 2019-Present

American Education Research Association | 2025

National Council of Teachers of English Annual Conference | 2021

Literacy Research Association Annual Conference | 2019-2020