

Annmarie Garcia Sheahan, PhD

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Address

310 Monroe St. NE
Albuquerque, NM 87108

Education

The University of New Mexico, Albuquerque, New Mexico 2019

Degree: PhD., Language, Literacy, and Sociocultural Studies
Focus: Literacy; English Education
Dissertation Title: *Historical Traditions and Critical Perspectives: An Exploration of the Pedagogical Choices of Four Language Arts Teachers in an Urban, Diverse Secondary School*

Honors: Doctoral Dissertation Defense passed with Distinction; Comprehensive Exams passed with Distinction

The University of New Mexico, Albuquerque, New Mexico 2013

Degree: M.A., Education
Focus: Secondary Education with Licensure; Communicative Arts
Thesis Title: *Implementing Effective Strategies for Comprehension and Engagement in a Varied English Nine Classroom*

Honors: Thesis passed with Distinction

The University of New Mexico, Albuquerque, New Mexico 2007

Degree: B.A., English Literature
B.A., History

Honors: Summa Cum Laude; University Honors Thesis passed with Distinction

Professional Positions

Assistant Professor, Secondary Literacy Education, Department of Teacher Education, Educational Leadership & Policy/Department of Language, Literacy, & Sociocultural Studies, College of Education and Human Sciences, The University of New Mexico, 2025-Present.

English Language Arts/Film Studies Teacher (Level III New Mexico Licensure-English, TESOL, History), Rio Grande High School, Albuquerque Public Schools, Albuquerque NM, 2021-2025.

Adjunct Professor, Language, Literacy, and Sociocultural Studies, College of Education, The University of New Mexico, August 2023-2024.

Assistant Professor, English Education and Young Adult Literature, Department of English, College of Humanities and Social Sciences, Western Washington University, 2019-2023.

English Language Arts & History Teacher (Level III New Mexico Licensure-English, TESOL, History), Highland High School, Albuquerque Public Schools, Albuquerque NM, 2009-2019.

Albuquerque Teacher Residency Partnership (ATRP) Master Teacher, The University of New Mexico partnered with Albuquerque Public Schools, 2018-2019.

Graduate Teaching Assistant (Teacher of Record), The Teaching of English, University of New Mexico, Fall 2016, Fall 2018.

Graduate Research Assistant, Graduate Student Excellence Award (GSEA) Recipient, University of New Mexico, Fall 2015-Spring 2018.

Graduate Teaching Assistant (Teacher of Record), The Teaching of Writing, University of New Mexico, Spring 2015, Summer 2015, Spring 2016, Summer 2016.

Graduate Research Assistant (Secondary Education Field Supervisor), College of Education, University of New Mexico, Fall 2015-Spring 2016.

Student Teacher, Highland High School, Albuquerque Public Schools, Albuquerque NM, 2008-2009

Honors and Awards

National Endowment for the Humanities Fellow, Summer 2023

Albuquerque the Magazine: Above and Beyond Teacher Award, 2022

Wiley Top Cited Article (*Journal of Adolescent & Adult Literacy*), 2020-2021

Western Washington University Innovative Teaching Showcase Nominee, 2020

University of New Mexico Center for Teaching Excellence Nominee: Outstanding Teacher of the Year Award, 2018-2019

University of New Mexico Graduate Student Excellence Award (GSEA), 2015-2018

Albuquerque Public Schools Education Foundation Horizon Grant Award Recipient, 2014-2015

Refereed Publications

Sheahan, A. & Anderson, K.J. (2025). A Tale of Two Classrooms: How Multimodality as Sense-Based Pedagogy Re-bodies Human Connection in Asynchronous Literature Coursework. *Journal of Language and Literacy Education*.

Dallacqua, A.K & **Sheahan, A.** (2024). Real Superheroes: Redefining Heroism with a Feminist Intersectional Text Set. *English Journal*.

Newman, A., & **Sheahan, A.** (2024). Is Literature Still the “Heart” of English? *English Journal*, 113 (5), 67-76.

Sheahan, A., Dallacqua, A.K., Davis, A.N, & Maeder, C. (2024). Reading with our students in mind: Empathy, criticality, and community action through YA literature. *The Journal of Literacy Innovation*, 9 (1), 5-19.

Sheahan, A., & Dallacqua, A.K. (2023). Centering students as designers: Engaging with *Lowriders to the Center of the Earth*. *Research on Diversity in Youth Literature*, 5 (1), 1-24.

Sheahan, A. (2021). Individual, historical, and critical contexts: Investigating the text selection of four New Mexican language arts teachers. In M. Rice & A.K. Dallacqua (Eds.), *Luminous literacies: Teachers’ stories from the land of enchantment*. Bingley, West Yorkshire, England: Emerald Publishing Limited.

Sheahan, A., & Nitz, M. (2021). “My creature is me”: Privileging multimodal herstory as counternarrative. *English Journal*, 111 (1), 40-47.

Dallacqua, A.K., **Sheahan, A.**, & Davis, A.N. (2021). Teaching the comic *Yummy* to engage adolescent empathy, critical reflection, and community awareness. *The Journal of Moral Education*, 51 (3), 404-421.

Sheahan, A., & Dallacqua, A.K. (2020). Taking scissors to Shakespeare. *Journal of Language and Literacy Education*, 16 (2), 1-13.

Dallacqua, A.K., & **Sheahan, A.** (2020). Making space: Complicating a canonical text through critical, multimodal work in a secondary language arts classroom. *Journal of Adolescent & Adult Literacy*, 64 (1), 67-77.

Sheahan, A. (2020). Journeying backward to look forward: Reflecting on experiences with texts. *English Journal*, 109 (3), 30-36.

Desai. S., Secatero, S., Sosa-Provencio, M., & **Sheahan, A.** (2019). Nourishing resistance and healing in dark times: Teaching through a *Body-Soul Rooted Pedagogy*. In L. Tett & M.

Hamilton (Eds.), *Resisting neoliberalism in education: Local, national, and transnational perspectives*. Bristol, UK: The Policy Press.

Dallacqua, A.K., & **Sheahan, A.** (2019). What do Olympians, Lowriders, and Shailene Woodley have to do with Language Arts?: Making space for critical, multimodal texts in canonical classrooms. In M. Macaluso & K. Macaluso (Eds.), *Teaching the canon in 21st century classrooms: Challenging genres*. Leiden, NL: Brill Sense.

Sosa-Provencio, M., **Sheahan, A.**, Desai, S., & Secatero, S. (2018). Tenets of *Body-Soul Rooted Pedagogy*: Teaching for critical consciousness, nourished resistance, and healing. *Critical Studies in Education*, 61 (3), 345-362.

Sosa-Provencio, M. A., **Sheahan, A.**, Fuentes, R., Muñiz, S., & Prada Vivas, R. E. (2017). Reclaiming ourselves through *Testimonio* pedagogy: Reflections on a curriculum design lab in teacher education. *Race Ethnicity and Education*, 22 (2), 211-230.

Sheahan, A. (2016). Reconstructing the “other”: Using YA fiction in secondary classrooms to build critical awareness. *SIGNAL Journal*, 40 (1), 21-27.

Zancanella, D., Franzak, J., & **Sheahan, A.** (2016). Dartmouth revisited: Three English educators from different generations reflect on the Dartmouth Conference. *English Education*, 49 (1), 13-27.

Non-Refereed Publications

Sheahan, A. (Upcoming). *Such Unknown Horrors: The Revival*. Performed January 23-25, 2026 at North Fourth Performing Arts Center, Albuquerque, New Mexico.

Sheahan, A. (2025). *Sing to Me, Muse*. Performed July 11-13, 2025 at North Fourth Performing Arts Center, Albuquerque, New Mexico.

Sheahan, A. (2023). *Such Unknown Horrors*. Performed March 1-3, 2023 at Fusion 708, Albuquerque, New Mexico.

Sosa-Provencio, M., **Sheahan, A.**, Desai, S., & Secatero, S. (2017). Transformative Action Group Kellogg Foundation White Paper. Tenets of *Body-Soul Rooted Pedagogy*: Teaching for Critical Consciousness, Nourished Resistance, and Healing.

Book/Media Reviews

Sheahan, A. (2021) Tracing the maps of our lives: A review of *Apple (Skin to the Core)*. *Journal of Adolescent & Adult Literacy*, 65 (1), 95-97.

Peer Reviewed Conference Presentations

International

Zancanella, D., Franzak, J., & **Sheahan, A.** (2016). "The Influence of Dartmouth on Three Generations of Teachers and Teacher Educators." National Association for the Teaching of English Conference. Stratford-Upon-Avon, England.

National

Sheahan, A. (2024). Arthur Applebee's "Tradition and Reform in the Teaching of English" (1974) at Fifty: Our Shared History. National Council of Teachers of English Annual Convention. Boston, Massachusetts.

Sheahan, A. (2022). What Teachers Need to Know about the History of English Teaching: How Paulo Freire Shaped American ELA Instruction. National Council of Teachers of English Annual Convention. Anaheim, California.

Sheahan, A. & Dallacqua, A. K. (2022). Centering Students as Storytellers While Reading *Lowriders to the Center of the Earth*. National Council of Teachers of English Annual Convention. Anaheim, California.

Sheahan, A. & Anderson, K.J. (2022) Spotlighting Student Voices in Dark Times: Interdisciplinary Multimodality and the General Education Classroom. National Council of Teachers of English Annual Convention. Anaheim, California.

Sheahan, A. & Dallacqua, A. K. (2021). To Decenter, Destabilize, or Displace?: Three Critical Approaches to Teaching the Canon Across a 10th Grade Curriculum. National Council for Teachers of English Annual Convention. Louisville, Kentucky.

Dallacqua, A.K. & **Sheahan, A.** (2021). Real Superheroes: Feminism, Heroism, Intersectionality, and Comics in a High School ELA Classroom. National Council for Teachers of English Annual Convention. Louisville, Kentucky.

Sheahan, A. (Accepted for 2020; COVID-related in-person conference cancellation). "Participatory-Action Research as *Confluencia*: Reclaiming Collaborative Intellectual Autonomy and Teacher Voice Through Community-Based Critical Inquiry." National Council of Teachers of English Annual Convention. Denver, Colorado.

Dallacqua, A. D. & **Sheahan, A.** (Accepted for 2020; COVID-related in-person conference cancellation). "Real Superheroes: Feminism, Heroism, Intersectionality, and Comics in a High School ELA Classroom." National Council of Teachers of English Annual Convention. Denver, Colorado.

Zancanella, D., **Sheahan, A.**, & Franzak, J. (Accepted for 2020; COVID-related in-person conference cancellation). "What More Should English Teachers Know About the History of English Language Arts?" National Council of Teachers of English Annual Convention. Denver, Colorado.

Sheahan, A. & Dallacqua, A.D. (Accepted for 2020; COVID-related in-person conference cancellation). "Using Comics and Canonical Texts to Explore Power, Privilege, and Voice with Tenth-Graders." American Educational Research Association. San Francisco, California.

Dallacqua, A. D. & **Sheahan, A.** (Accepted for 2020; COVID-related in-person conference cancellation). "Representation and Value in Comics: Seeing and Sharing Your Own Story in A Tenth-Grade ELA Classroom." American Educational Research Association. San Francisco, California.

Dallacqua, A.K. & **Sheahan, A.** (2019). "Redesigning to Reinvent: Embracing Film, Comics, and the canon in a Tenth-Grade ELA Classroom." Literacy Research Association. Tampa, Florida.

Sheahan, A., & Dallacqua, A.K. (2019). "Expanding the Canon: New Voices, New Inquiries, New Ideas". National Council of Teachers of English Annual Convention. Baltimore, Maryland.

Franzak, J., **Sheahan, A.**, & Zancanella, D. (2019). "What Should English Teachers Know About the History of English Language Arts?" National Council of Teachers of English Annual Convention. Baltimore, Maryland.

Sheahan, A. (2018). "When Traditional Meets Critical: Teaching Canonical Texts Through the Lens of Critical Literature Pedagogy". National Council of Teachers of English Annual Convention. Houston, Texas.

Sheahan, A., & Dallacqua, A.K. (2018). "Teaching the Canon in 21st Century Classrooms". National Council for Teachers of English Annual Convention. Houston, Texas.

Dallacqua, A. K., & **Sheahan, A.** (2018). "Making Space for Critical, Multimodal/Media Work in Canonical Classrooms". Literacy Research Association. Indian Wells, California.

Zancanella, D., Franzak, J., Goodwyn, A., **Sheahan, A.** (2017). "Literature Teaching across Continents, Countries, and Contexts: How Teachers in Different Places Are Keeping Literature Teaching Alive during These Difficult Times." National Council of Teachers of English Annual Convention. St. Louis, Missouri.

Zancanella, D., Franzak, J., Goodwyn, A., **Sheahan, A.** (2017). "Whose Stories Are We Telling? Literary knowledge, English Curricula, and Diversity in Globalised National Context." American Educational Research Association. San Antonio, Texas.

Sheahan, A. (2016). "Combating Burnout: Teacher Generated Professional Development in

Urban Communities.” National Council of Teachers of English Annual Convention. Atlanta, Georgia.

Sheahan, A. (2016). “Bringing Marginalized Stories into the Mainstream: Using YA Literature to Re-Evaluate the Other”. National Council of Teachers of English Annual Convention. Atlanta, Georgia.

Zancanella, D., Franzak, J., **Sheahan, A.** (2016). “After Dartmouth: Lessons from 1966 for 2016” National Council of Teachers of English Annual Convention. Atlanta, Georgia.

Invited Podcast Interviews

Kachorsky, D., Dallacqua, A.K., & Jiménez, L. (upcoming). “An Interview with Annmarie Sheahan on Teaching Graphic Narratives.” *Reading in the Gutter: A Podcast*. Found at: <https://www.readinginthegutter.com/>

Stice, S.K. (2020). “Taking Scissors to Shakespeare: An Interview with Dr. Annmarie Sheahan.” *Journal of Language and Literacy Education Podcast*. Episode found at: <https://www.spreaker.com/user/jolle.uga/sheahan-sarah-edited-interview>

Community Engaged Scholarship: Invited Lectures

“Creating Multimodal ELA Unit Plans for Diverse Students.” (November 6th, 2022). English Language Arts Teaching Methods (LLSS 436/536). The University of New Mexico.

“Incorporating Multimodal Text Sets into Secondary ELA Curriculum.” (November 8th, 2021). English Language Arts Teaching Methods (LLSS 436/536). The University of New Mexico.

“Organic Intellectualism: Body-Soul Rooted Pedagogy and Praxis.” (October 14th, 2021). Literary Theories and Practices (ENG 501). Western Washington University.

“Teacher Action Research: Risk-Taking and Autonomy in the Classroom.” (March 23rd, 2021). Practitioner Research (LLSS 501). The University of New Mexico.

“Body-Soul Rooted Pedagogy.” (October 22nd, 2020). Literary Theories and Practices (ENG 501). Western Washington University.

“Comics, Shakespeare, and Multimodal Compositions: What’s happening in Albuquerque Public Schools?” (February 28th, 2020). Albuquerque Public Schools Literacy Institute. Albuquerque, New Mexico.

“Critical Practitioner Research: Inquiry and Process.” (October 30th, 2019). Practitioner Research

(LLSS 501). The University of New Mexico.

“Participatory Action Research as Professional Development.” (June 19th, 2019). Practitioner Research (LLSS 501). The University of New Mexico.

“Cutting and Pasting: Shakespeare, Comics, and Visual Poetry.” (April 23rd, 2019). The University of New Mexico Brown Bag Research Series. Albuquerque, New Mexico.

“Multimodal Composing in the Secondary ELA Classroom.” (April 18th, 2019). The Teaching of Writing (LLSS 430). The University of New Mexico.

“Combating Teacher Burnout Through Teacher Inquiry.” (July 11th, 2018). Practitioner Research (LLSS 501). The University of New Mexico.

University Courses Taught

Graduate Courses

Advanced English Language Arts Teaching Methods (LLSS 546), The University of New Mexico
Seminar in Teaching English/Teacher Inquiry (ENG 598), Western Washington University

Undergraduate Courses

Teaching Language Arts in the Secondary Schools I (ENG 443), Western Washington University
Teaching Language Arts in the Secondary Schools II (ENG 444), Western Washington University
Critical Language Pedagogy (ENG 441), Western Washington University
Studies in Young Adult Literature (ENG 347), Western Washington University
Latinx/Chicanx Coming of Age Narratives (ENG 334), Western Washington University
Writing About Literature: The Bildungsroman (ENG 202), Western Washington University
The Teaching of Writing (LLSS 430), The University of New Mexico
The Teaching of English (LLSS 436), The University of New Mexico

Undergraduate/Graduate Courses: Intern

Advanced Rhetoric and Writing (LLSS 537), The University of New Mexico
Books and Related Materials for Young Adults (EMLS 551), The University of New Mexico
Critical Literacy (LLSS 535), The University of New Mexico
Teaching Reading & Writing Across the Content Field (TEELP 430), The University of New Mexico

Testimonio, (LTAM 500) The University of New Mexico

Service

Professional

Member, *English Language Arts Educators (ELATE) Commission on the History of English Education*, 2024-Present

Reviewer, *Journal of Adolescent & Adult Literacy*, 2022-Present

Reviewer, *English Journal*, 2020-Present

Section Editor: Authentic Texts for Teaching and Learning Department, *Journal of Adolescent & Adult Literacy*, 2020-2022

National Council of Teachers of English Member, 2015-Present

American Educational Research Association Member, 2019-Present

University

Western Washington University Children's Literature Conference Advisory Board Member, 2019-2022.

Departmental

English Education Search Committee Member, Western Washington University, 2021-2022

Masters Exam Committee Member: Zoe Maki, Western Washington University, 2022

Masters Exam Committee Member: Adriana Garcia, Western Washington University, 2021

Graduate Mentor, Department of English, Western Washington University, 2020-2021

Academic Advisor for Teaching Endorsement Options, Department of English, Western Washington University, 2019-2021

Curriculum Committee Member, Department of English, Western Washington University, 2019-2020

Current Community Service and Projects in the Arts (Albuquerque, New Mexico)

Rio Grande High School

Community Council Member (2025-Present)

Nevermore Literary Magazine Co-Sponsor & Editor, 2024-2025

New Mexico Gay Men's Chorus

Seasonal Choreographer and Featured Dancer, 2023-Present

BreakingEven Dance Troupe

Founder, Artistic Director, and Dancer, 2020-Present

Alley Kats Tap Studio & Company

Choreographer and Co-Director, 2016-present

Core A Company Community Outreach Performer, 2014-present

Tap and Jazz Teacher, 2016-Present

Find Your Light Productions

Vice President & Board of Directors Member, 2025-Present

Guest Choreographer & Dancer, 2025

Past Community Service (Albuquerque, New Mexico)

Rio Grande High School

Senate Sponsor, 2021-2025

AVID Site Team Member, 2022-2024

Teacher Leader Facilitator, 2022-2023

Community Council Member, 2021-2023

Highland High School

Drama Club Sponsor, 2018-2019

Sophomore Class Sponsor, 2017- 2019

National Honor Society Sponsor, 2017-2019

Senior Class Sponsor, 2016-2017

Professional Learning Community Facilitator, 2012-2015

Service Learning Sponsor, 2014-2015

Literacy Team Member, 2012-2014

Dance and Cheer Coach, 2009-2013

Yearbook Sponsor, 2009-2011

Albuquerque Little Theatre

Choreographer, *Beauty and the Beast*, 2024

Musical Theatre Southwest

Choreographer, *Evil Dead*, 2025

Choreographer, *Bonnie & Clyde*, 2018

Assistant Choreographer, 2015-2019

Featured Dancer and Performer, 2014-2019

Rio Rancho Youth Choir

Choreographer, 2017-2024

Sandra's School of Dance & Gymnastics

Tap Program Director, Choreographer, and Instructor, 2004-2019