

ACADEMIC PROFILE

Academic Identity Statement: Secondary literacy educator, researcher, and teacher-leader dedicated to reflective, student-centered pedagogy across K–12 and higher education. Brings expertise in inclusive instruction, teacher mentorship, and curriculum innovation, with extensive experience in secondary English classrooms and concurrent enrollment. Versatile researcher engaged in projects across literacy, rural education, educational leadership, and systemic supports, with a focus on how schools, teachers, families, and communities collectively shape student success. Dedicated to bridging secondary literacy practice, research, and community engagement to prepare the next generation of teachers and advance equity in education

EDUCATION

2022 – Present <i>Projected Graduation Spring, 2026</i>	Doctor of Philosophy (PhD) in Education, Literacy Curriculum and Instruction Utah State University, Logan, Utah Dissertation- <i>W:RITE to Think: Designing and Investigating Epistemically Generative Argument Writing Instruction in High School ELA</i> Chairs- Dr. Cindy Jones & Dr. Qi Si
2018	Master of Arts in English, Literature Emphasis Weber State University, Ogden, Utah Supervisor- Dr. Mali Subbiah
2012	Bachelor of Science, Secondary (6-12) English Education (Active Utah License) Minor- Secondary (6-12) Dance Education (Active Utah License) Weber State University, Ogden, Utah

RESEARCH EXPERIENCE

Research Agenda & Identity Statement: My scholarship is grounded in secondary literacy education, with a particular emphasis on how writing instruction shapes students' critical thinking, epistemic development, and civic participation. I explore the reciprocal relationship between reading and writing, positioning both as tools for inquiry, reflection, and identity formation. I am particularly interested in how teacher education pedagogies can prepare future educators to teach literacy across disciplines, enact culturally responsive practices, and view literacy as a multidimensional phenomenon—simultaneously social, linguistic, cognitive, institutional, rhetorical, and epistemic. My work reflects a strong commitment to research versatility and methodological breadth, and I am eager to expand into approaches such as design-based research, professional development case studies, and in-class interventions to study literacy teaching and learning in authentic contexts.

Lines of Inquiry:

- **High school-to-college literacy transitions** – identifying the systemic supports and constraints that influence student readiness and persistence.
- **Argumentative writing and epistemic development** – investigating how argument fosters epistemic cognition, evidence evaluation, and perspective-taking.
- **Disciplinary literacy and equity** – preparing teachers in all content areas to integrate reading and writing, with attention to students as individuals, co-creators, and represented voices in the curriculum.
- **Systematic integration of reading and writing** – designing instruction that links reading and writing through rhetorical focus, genre-based pedagogy, and recursive assignment design.
- **Teacher education and multidimensional literacy pedagogies** – equipping teachers to reflect critically, design inclusive curricula, and position literacy as socially and culturally situated.

01.2024 – Present	<p>Graduate Research Assistant, Department of Teacher Education and Leadership Utah State University Supervisor: Dr. Jake Downs</p> <p><i>Phonics and Text Complexity in Grades 3–5 ELA Curricula</i></p> <ul style="list-style-type: none"> ● Coded phonics lessons, anchor texts, and student assignments, focusing on multisyllabic word instruction and linguistic scaffolding. ● Analyzed lesson sequencing and text complexity, contributing to the identification of patterns that impact early literacy instruction. ● Gained experience in curriculum analysis and coding frameworks to assess instructional design.
01.2025 – Present	<p>Collaborative Researcher, Department of Teacher Education and Leadership Utah State University Dr. Jake Downs, USU Doctoral Peers</p> <p><i>Systematic Research Synthesis on Reading Comprehension in Pre-Service Education</i></p> <ul style="list-style-type: none"> ● Conducting a systematic review of empirical studies (2000–present) on reading comprehension in teacher education. ● Leading database searches, full-text screening, and coding for methodology, demographics, and design features. ● Expanding expertise in systematic review methodology and cross-study synthesis.
7.2025 – Present	<p>Collaborative Researcher, Department of Teacher Education and Leadership Clemson University / Utah State University Dr. Kessa Roberts</p> <p><i>Postsecondary Supports and Constraints for Rural Students</i></p> <ul style="list-style-type: none"> ● Analyzing interviews with rural students on supports and barriers in college transitions. ● Completed first-phase thematic coding; preparing for second-phase coding and manuscript development. ● Research highlights how systemic and institutional structures shape rural students’ access, agency, and success.
10.2022 – 7.2025	<p>Graduate Research Assistant, Department of Teacher Education and Leadership Utah State University Supervisor: Dr. Kessa Roberts</p>
2023-2025	<p><i>Rural Students’ High School–to–College Transitions</i></p> <ul style="list-style-type: none"> ● Coded and synthesized interview data from rural high school graduates, contributing to manuscript development using the Rural Cultural Wealth Framework (manuscript in progress).
2023-2024	<p><i>Rurality and Music Education</i></p> <ul style="list-style-type: none"> ● Conducted a comprehensive literature review and co-authored the introductory chapter of an edited volume on rural music education (in press).
2022-2023	<p><i>Crisis Management in K–12 Educational Leadership</i></p> <ul style="list-style-type: none"> ● Analyzed 60+ scholarly sources for a literature review on crisis leadership; created a thematically organized, hyperlink-enabled working document to support ongoing research (presented on findings).
Spring 2024	<p>Literacy Research Assistantship, Department of Teacher Education and Leadership Utah State University Supervisor: Dr. Nicole Pyle</p> <p><i>High School Absenteeism & Literacy Transitions</i></p> <ul style="list-style-type: none"> ● Collected and cataloged data for ULEAD Education report on strategies for reducing chronic absenteeism. ● Examined supports and interventions from Blue Ribbon and high-attendance schools. ● Researched transitional literacy challenges between high school and college, exploring systemic gaps and supports that influence student success.
Spring 2023	<p>Literacy Research Assistantship, Department of Teacher Education and Leadership Utah State University Supervisor: Dr. Amy Piotrowski</p> <p><i>Technology & Young Adult Literature</i></p>

- Researched content analysis methodology for studying technology themes in YA science fiction.
- Synthesized findings into a comprehensive overview, contributing to Dr. Piotrowski's sabbatical research project.
- Expanded skills in content analysis and genre-specific thematic coding.

08.2017 – 4.2018

Graduate Research Assistant, Department of English Education

Weber State University | Supervisor: Dr. Christy Call

Secondary ELA Program Pedagogy and Practicum Redesign

- Conducted comparative analysis of secondary ELA teacher education programs at peer institutions nationwide.
- Produced thematic syntheses of pedagogical models, course structures, and practicum frameworks to inform WSU's program redesign.
- Gained early research experience in comparative program design and teacher preparation frameworks.

TEACHING EXPERIENCE

Teacher Identity Statement: I am a reflective, student-centered educator who views literacy as a multidimensional practice—cognitive, social, cultural, institutional, and epistemic. My teaching emphasizes critical reading and writing as interconnected acts, cultivating students' ability to question assumptions, synthesize perspectives, and participate in civic discourse. Across high school, concurrent enrollment, and university settings, I design curriculum that is rigorous yet inclusive, centering student voice, agency, and identity. I see my role as a facilitator and co-learner, creating environments where students are affirmed as individuals, empowered as meaning-makers, and encouraged to act as advocates and contributors to positive educational and social change.

Postsecondary

08.2018 – 06.2022

ENGL1010 (Concurrent Enrollment)

Jordan High School/Salt Lake Community College

- Taught ENGL1010 as a college-accredited course on a high school campus, using the university affiliation to expand curricular boundaries and engage students in nuanced analysis of controversial, sociopolitical, and moral issues often restricted in traditional high school ELA settings.
- Structured instruction to highlight the interdependence of critical reading and writing, guiding students to analyze texts rhetorically and epistemically, then transfer those strategies into adaptable, ethically grounded writing. Designed coursework to build transferable skills—such as genre awareness, inquiry, and synthesis—preparing students for college-level thinking beyond formulaic models.
- Developed a moral dilemma, language and power, and dystopian analysis units that leveraged dialogic pedagogy to foster deliberative reasoning, rhetorical flexibility, and critical metacognition.
- Centered student agency, identity, and co-creation by designing theme-based inquiry projects that invited students to select content, genres, and research topics aligned with their personal, cultural, or civic perspectives. Applied culturally relevant pedagogy through intentional content selection and classroom discourse, ensuring students saw their experiences and knowledge systems reflected and valued in the learning environment.
- Actively engaged in ongoing self-reflection and course revision, drawing from end-of-term student reflections, mid-semester feedback surveys, and collaborative conversations with SLCC liaisons to adapt instruction to current student needs. Treated each semester as a new research opportunity, refining curriculum and pedagogy in response to lived classroom dynamics, emerging challenges, and the evolving intellectual goals of enrolled students.

01.2020 – 06.2022

ENGL2010 (Concurrent Enrollment)

Jordan High School/Salt Lake Community College

- Designed ENGL2010 as a natural extension of ENGL1010, deepening students' engagement with academic, civic, and community literacies while building advanced skills in discourse analysis, synthesis, and genre exploration.
- Designed a visual rhetoric unit around fictional superheroes and civic identity, integrating comics, political cartoons, film, and social media to explore how different literacy forms convey social values, power, and ideology, especially through lenses relevant to students' lives and communities.
- Structured a synthesis/literature review unit to support inquiry-based research on self-selected social issues, emphasizing the synthesis of diverse and often conflicting perspectives within authentic discourse communities.
- Culminated the course with a student-driven digital multigenre project, inviting students to investigate social issues with personal, cultural, or civic resonance. Students selected genres and rhetorical modes to represent diverse stakeholder perspectives, fostering agency, identity expression, and authentic connection between academic work and lived experience.
- Navigated sensitive or controversial subject matter through a co-constructed classroom framework, collaborating with students to define parameters for academically responsible representation, foregrounding ethical discourse, intellectual freedom, and community accountability.
- Positioned students as meaning-makers and civic participants, encouraging reflective inquiry and rhetorical experimentation that cultivated adaptability across genres, media, and audiences.

08.2017 – 12.2017

English Teaching Assistant (Adjunct)

ENGL1010, Weber State University

- Taught first-year composition to primarily non-traditional students balancing careers, families, and a return to academia, with instruction tailored to re-engage learners in academic reading and writing after significant time away.
- Designed a Food unit where students examined consumerism and food systems through readings and a documentary on food waste, then produced an academic research report on a self-selected food-related topic, building skills in synthesis, source evaluation, and rhetorical analysis.
- Reinforced revision and rhetorical flexibility by asking students to “rewrite” their research reports in a nontraditional form (e.g., narrative, satire, visual media), encouraging students to experiment with rhetorical identity and voice.
- Culminated the course with a multigenre, multimodal project centered on individually chosen moral dilemmas, positioning students as researchers and rhetoricians engaged with civic and ethical issues.
- Embedded individual writing conferences into the course structure, using one-on-one meetings to support student-led goals and provide recursive feedback across multiple phases of writing.

Secondary (6-12)

08.2018-06.2022

English Language Arts Teacher (11, 12, 12H)

Jordan High School, Canyons School District

- Taught upper-level ELA courses at a Title I high school with 42% minority enrollment and 36% of students economically disadvantaged, adapting instruction to reflect students' varied backgrounds, lived experiences, and academic goals.
- Designed and facilitated inquiry-based units that integrated genre theory, discourse awareness, and rhetorical adaptability, supporting students in seeing themselves as both critical consumers and intentional producers of language.
- Led a Power of Language unit that challenged students to examine the sociopolitical implications of “academic language,” encouraging code-meshing and strategic rhetorical decisions—including dialect, slang, or expletives—when intentionally aligned with audience and purpose.

- Embedded an epistemic inquiry approach through a research-focused conspiracy theory unit, using guided whole-class investigation and student-chosen topics to build skills in source evaluation, credibility analysis, and synthesis of competing claims.
- Developed a dystopia and moral dilemmas unit using multimedia texts to explore ethical tensions and societal structures, prompting students to apply research strategies across both academic and nontraditional source types.
- Assigned a hybrid creative-argumentative essay modeled on NPR’s “This I Believe” series, guiding students to write belief statements that wove personal narrative with rhetorical argument, rooted in intersectional identity reflection.
- Culminated the course with a student-driven multigenre research project that invited students to investigate either a societal/cultural conflict or a real-world “adulting” challenge (e.g., future careers, financial decisions). Students synthesized diverse sources, genres, and stakeholder perspectives into public-facing portfolios. The unit was designed with layered scaffolding, differentiated pathways, and gradual release of responsibility, supporting all learners in developing academic autonomy and confidence in civic discourse.

08.2015 – 06.2017

Dance Teacher (6-8th grade) and Program Director

Eastmont Middle School, Canyons School District

- Reimagined the dance program as a comprehensive Fine Arts course aligned with national standards, shifting away from the traditional “studio class” model to emphasize dance as cultural expression, interdisciplinary literacy, and reflective practice.
- Designed curriculum exploring dance elements (space, time, energy) alongside historical, cultural, and social contexts, guiding students to analyze and create movement as a form of narrative, inquiry, and meaning-making.
- Integrated choreography with writing instruction, drawing parallels between composition in dance and creative/argumentative writing in terms of purpose, genre, audience, and mood.
- Created an inclusive and multilingual learning environment where English learners thrived through kinesthetic learning, peer collaboration, and the use of translation tools. Course design was specifically recommended by the administration as a supportive elective for newcomer and multilingual students.
- Facilitated a cultural dance research unit in which students investigated and presented global dance traditions, often highlighting their own cultural or ancestral practices, elevating the diversity of dance as both a communication and art form.
- Directed full-scale student productions that positioned learners as choreographers, collaborators, and reflective performers, offering authentic opportunities for improvisation, narrative structure, and embodied storytelling.

08.2012 – 06.2015

English Language Arts (7, 8R, 9R); ESLII/III

Evergreen Junior High School, Granite School District

- Designed differentiated ELA instruction that emphasized close reading, literary analysis, and interpretive reasoning for diverse learners, including mainstreamed ED and SPED students. Scaffolded writing instruction to move students beyond summary toward analytical commentary, elaboration, and text-based inference.
- Led targeted literacy interventions in remedial ELA courses, resulting in measurable gains on standardized assessments and reading inventories, with a 20% reduction in remedial enrollment the following year due to improved student proficiency.
- Taught ESL II and III courses during first years of teaching, quickly pursuing specialized professional learning (WIDA training, SIOP Level I & II certification, and ESL coursework) to better serve multilingual learners and develop TESOL-aligned strategies.
- Integrated reciprocal reading–writing activities and genre exploration to build academic literacy, while scaffolding language through sentence frames, word banks, and visual organizers. Encouraged students to draft and brainstorm in their first languages as a bridge to English expression, positioning multilingualism as an intellectual resource.

- Built an affirming classroom that celebrated linguistic and cultural diversity: selected texts and novels with racially and culturally diverse protagonists, guided a cultural traditions research project where students could present visually through curated images and minimal text, and incorporated multilingual greetings (e.g., “hello,” “how are you”) into daily interactions—including learning and using students’ home languages myself.

Student Teaching
Spring 2012

English Language Arts (ELA 10H, ELA 11)

Alta High School, Canyons School District

- Navigated a challenging mentor placement that combined traditional, teacher-centered instruction (daily grammar drills, canon-based texts, and formulaic literary analysis) with minimal oversight. This experience illuminated systemic tensions in secondary ELA and underscored the importance of self-reflection and ongoing professional learning in shaping responsive practice.
- While meeting basic curricular expectations, reimagined instruction through interactive, student-centered approaches to canonical texts. For *Shakespeare*, facilitated reader’s theater, modern translations, scene tableaus, and reflective writing that emphasized meaning-making over rote analysis. For *Huckleberry Finn*, employed storyboarding, counter-narrative writing from Jim’s perspective, and thematic explorations of freedom vs. constraint, connecting literature to contemporary texts, history, and media.
- Balanced fidelity to mentor expectations with intentional redesign of assignments to cultivate critical thinking, engagement, and thematic depth, selectively retaining only components that aligned with meaningful inquiry.
- Gained early insight into ethical tensions in educational systems—including issues of grade inflation and inequitable practices—through parent–teacher conference experiences in an affluent suburban high school context. These observations informed an enduring commitment to equity, rigor, and integrity in assessment and instruction.

Dance I, Dance Company

- Designed culturally situated dance units exploring Bob Fosse’s stylistic contributions, integrating historical context, critical viewing, and embodied technique to support interpretive literacy in movement.
- Facilitated student-centered choreography and improvisation, encouraging creative risk-taking, narrative expression, and collaborative meaning-making through dance.
- Contributed to program development and performance preparation, assisting with Dance Company auditions, supporting rehearsal processes, and preparing students for public showcases.

CONFERENCES & PRESENTATIONS

Accepted Future Presentations

- 12.2025 **Literacy Research Association (LRA) Conference**, Las Vegas, NV.
Downs, J., & Cole, A. *Reading between the lines: Unpacking the material of core reading programs.* (Symposium Presentation)
- 11.2025 **National Council for Teachers of English (NCTE) Conference**, Denver, CO.
Cole, A. *W:RITE to Think, W:RITE to Compose: A Framework for Fostering Epistemic Writing* (Poster)
- 10.2025 **Northern Rocky Mountain Educational Research Association (NRMERA) Conference**, Salt Lake City, UT.
McFaden, A., Downs, J., Cole, A., & Lund, K. [Title forthcoming] (Presentation)
- 10.2025 **National Forum to Advance Rural Education Conference**, Salt Lake City, UT.
Roberts, J.K., & Cole, A. *Place-based strengths and postsecondary paths: Rural students’ cultural wealth in pursuit of higher education* (Presentation)

Past Presentations

- 12.2024 **Literacy Research Association (LRA) Conference**, Atlanta, GA.
Downs, J., & Cole, A. *Complex text & fluency: Evaluating the Read Like Us protocol with 3rd and 4th graders.*
- 11.2024 **Association of Literacy Educators and Researchers (ALER) Conference**, Orlando, FL.
Cole, A. *Breaking genre barriers, empowering identity: Repurposing the ‘This I Believe’ project.*
- 07.2023 **Utah Rural Schools Conference**, Price, UT.
Roberts, J.K., & Cole, A. *Leading through crisis: Highlighting best practices and key considerations for assessing and implementing crisis response plans in rural schools.*
- 10.2017 **Rocky Mountain Modern Language Association (RMMLA) Conference**, Spokane, WA.
Cole, A. *Uncovering didacticism in children’s Gothic literature: Neil Gaiman’s use of danger and fear as a catalyst for growth.*

PUBLICATIONS

- Cole, A., & Roberts, J. K. (2024). Leveraging local assets in rural education: Book review of “The middle of somewhere: Rural education partnerships and innovation.” *Journal of Research in Rural Education*, 40(4).
<https://doi.org/10.26209/JRRE4004>

In Press

- Roberts, J.K. and Cole, A. (2025). From roots to rhythms: History and current landscape of rural music education. In *Music Education in Rural America: Policies and Perspectives*. Routledge.
- Downs, J., Young, C., & Cole, A. (2025). Promoting Fluency Through Challenge: Repeated Reading With Texts of Varying Complexity. *The Reading Teacher*.

Under Review

- Cole, A. Sensitive materials or sensitive politics?: Bill HB29’s educational implications of escalating literary censorship in U.S. public schools.

In Preparation

- Roberts, J.K., and Cole, A. Place-based strengths and postsecondary paths: Rural students’ cultural wealth in pursuit of higher education. *Journal of Research in Rural Education*.

GUEST LECTURES & PRESENTATIONS

- Spring 2023 **Guest Lecturer**, Utah State University
TEAL 6330 (Leadership in the School Community)
Critical Parent Engagement
- Fall 2016 **Professional Development Lecturer**, Eastmont Middle School
Instructional Priorities: Acquisition, Automaticity, & Application

PROFESSIONAL DEVELOPMENT

Postgrad Coursework

- 2013 ***English as a Second Language (ESL) Endorsement Coursework*** (6 credit hours)
Weber State University
Phonology and Syntax for ESL Teachers; Second Language Acquisition
- 2013 ***Educational Technology Endorsement Coursework*** (16 credit hours)
Western Governors University
Language Theory and Acquisition; Foundations of Research; Literature Reviews for Ed Research; Foundations of Instructional Design; Instructional Design Production; Issues in Instructional Design; Instructional Design Analysis

Workshops, Trainings & Certifications

- 2017 ***Multi-Genre Training; Adjunct Retreat***
Weber State University, Composition Department
- 2015 ***Wasatch Range Writing Project (National Writing Project, UT Chapter)***
Advanced Institute
- 2013 Summer Intensive Institute (6 credit hours)
- 2013 ***SIOP Level I & II Certification***
Granite School District
- 2012 ***WIDA Training***
Granite School District

EDUCATIONAL LEADERSHIP

Educational Leadership Identity Statement: I approach leadership as an extension of my teaching philosophy: mentorship, reflection, and collaboration are central. As a department chair, PLC lead, and mentor for preservice and new teachers, I have cultivated spaces where colleagues can be vulnerable, supported, and inspired to grow. I guide reflection at both the micro (lesson-level) and macro (system-level) scales, encouraging educators to interrogate how classroom norms, assessments, and instructional design communicate values. My leadership is grounded in the belief that teachers are reflective practitioners and catalysts for equity, whose work shapes inclusive and rigorous learning environments for students and the profession as a whole.

- 02.2020-06.2022 ***English Department Chair***, Jordan High School
- Led the English Department in curriculum design and instructional alignment across grade levels, partnering with administration to guide literacy initiatives and curricular innovation. Prioritized equity, academic rigor, and student-centered pedagogy, ensuring coherence while remaining responsive to student needs.
 - Recognized a gap in support for new ELA teachers and initiated a mentorship model that provided coaching, confidence-building, and collaborative reflection. Sustained this practice throughout my tenure as Chair, embedding reflective dialogue into department culture.
 - Awarded Teacher of the Month (2021) in recognition of department leadership, mentorship of colleagues, and contributions to professional growth across the school.
- 08.2019-06.2022 ***English Language Arts PLC Lead (ELA11, ELA12, CE)***, Jordan High School
- Facilitated the department's Professional Learning Community (PLC), structuring inquiry cycles around formative assessment, reflective practice, and responsive instructional design.
 - Promoted collaborative dialogue and teacher reflection, encouraging colleagues to interrogate lesson design, classroom norms, assessment practices, and feedback structures as reflections of what we value in education.

06.2019-06.2021

Practicum Student Teacher Mentor, Jordan High School

- Supported novice teachers during clinical placements through co-planning, observation, and structured feedback, bridging theory and practice by connecting literacy research to classroom design.
- Built a collaborative and supportive environment where emerging teachers could take risks, experiment, and refine their pedagogy. Guided reflection at both micro (lesson-level moves) and macro (unit-level planning) scales to help them develop adaptive and self-aware teaching identities.

PROFESSIONAL MEMBERSHIP

- **American Educational Research Association (AERA)**, Membership
- **Literacy Research Association (LRA)**, Membership
- **National Council for Teachers of English (NCTE)**, Membership
- **Association of Literacy Educators and Researchers (ALER)**, Membership

COMMUNITY ENGAGEMENT EXPERIENCE

Community Engagement Statement: My community work is rooted in the conviction that schools, families, and communities are inseparably linked in supporting student success. Through initiatives such as Teachers for Hope and novel selection committees, I have collaborated with parents, educators, and community partners to expand access to resources, literacy, and inclusive learning opportunities. Whether organizing backpack and food drives, helping establish a high school's food and clothing pantry, or advocating for diverse literary voices in classrooms, I view community engagement as both service and scholarship: a commitment to listening, responding, and building sustainable supports that honor the dignity of every student and family.

8.2020-6.2022

Novel Committee Member, Canyons School District

- Collaborated with teachers, administrators, parents, and community stakeholders to evaluate and approve texts for whole-class or facilitated reading, including novels, novellas, graphic novels, and poetry anthologies.
- Facilitated open dialogue around issues of representation, cultural values, and age-appropriateness, ensuring decisions reflected both professional judgment and community priorities.
- Advocated for the inclusion of texts that highlight diverse voices, perspectives, and lived experiences, giving students access to literature that promotes equity, inquiry, and authentic connection.
- Ensured transparency and community trust by documenting committee decisions and communicating outcomes, reinforcing accountability in the selection of whole-class texts.

8.2016-8.2021

Board of Directors-Secretary, Teachers for Hope (Non-Profit)

- Partnered with district-wide schools, families, and community organizations to address material and educational needs, coordinating backpack and school supply drives that supported students across the Salt Lake Valley.
- Collaborated with Jordan High School administration and local faith community members to establish the school's Food and Clothing Pantry, helping design the "shop" experience by moving, organizing, and setting up resources in a welcoming, dignified format for students and families.
- Coordinated and delivered annual Thanksgiving dinners to families in need—including those outside school boundaries—for over three years, building relationships of trust and direct community support.

- Built strong relationships with administrative stakeholders by fostering partnerships that provided sustainable, ongoing support for families facing economic hardship

8.2017-12.2017

Index Entry Assistant, McFarland Publishing (via Weber State University)

9.2017

Conference Moderator, National Undergraduate Literary Conference
Weber State University

REFERENCES

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