

*Curriculum Vitae*

**Cindy D'On Jones**

Professor and Director of USU Literacy Clinic  
School of Teacher Education and Leadership  
Utah State University  
2605 Old Main Hill  
Logan, UT 84322-2605  
435-797-7027  
cindy.jones@usu.edu

**SCHOLARLY FOCUS**

Developing, identifying, and implementing instructional techniques and methods to:

- improve the quality of literacy instruction for accelerated student development
- build on the interrelations of reading, writing, speaking, and listening
- support and mentor teacher candidates and educators

**EDUCATION & ACADEMIC BACKGROUND**

**Doctor of Philosophy, 2008**

Utah State University  
Curriculum & Instruction Specialization, Reading and Writing Emphasis  
Jones, C.D. (2008). *The Effects of Interactive Writing Instruction on Kindergarten Students' Acquisition of Early Reading Skills.*

**Master of Education, 1990**

Utah State University  
Professional Specialization: Gifted and Talented Education, Social Studies

**Bachelor of Science, 1984**

Southern Utah University  
Major in Elementary Education  
Minors in Reading and Physical Science

**Professional Educator License for the State of Utah, Current through June 2028**

Elementary Education  
Secondary Education  
School Leadership

**Professional Educational Endorsements/Programs**

Reading Level I (Basic)  
Reading Level II (Advanced)  
English  
Gifted and Talented  
Early Childhood Endorsement Program

## PROFESSIONAL WORK EXPERIENCE

### **Professor, Literacy Education (2020-present)**

#### **Interim Department Head (2020-2022)**

School of Teacher Education and Leadership, Utah State University  
Responsibilities include teaching, research, and service in the field of literacy education.

### **Director, USU Literacy Clinic (2013-present)**

Responsibilities include development, management, and coordination of all Literacy Clinic operations.

### **Associate Professor, Literacy Education (2014-2020)**

School of Teacher Education and Leadership, Utah State University  
Responsibilities include course development and teaching undergraduate and graduate level literacy education courses and conducting research and service in the field of literacy and literacy education.

### **Coordinator, Reading Endorsement Program, Specialization in Literacy Master's Program, Concentration in Literacy Education and Leadership Faculty, Undergraduate Reading Courses (2017-2020)**

Responsibilities include advisement and coordination of students enrolled for courses in these three programs, management of literacy faculty meetings, coordination of program development and scheduling for literacy.

### **Coordinator, ELED 3100 Reading Course (2008-2023)**

Responsibilities include design and updates to the course, oversight and coordination of instructors hired or assigned to teach the course.

### **Assistant Professor, Literacy Education (2008-2014)**

School of Teacher Education and Leadership, Utah State University  
Responsibilities included teaching, research, and service in the field of literacy education.

### **Senior Researcher (2006-2008)**

EndVision Research & Evaluation, Logan, Utah  
Responsibilities included conducting research and evaluation projects to promote effective use of research-based instructional programs and strategies.

### **Research Assistant (2005-2008)**

EEJ Early Childhood Center, Utah State University  
Responsibilities included work on IES Teacher Quality million-dollar grant investigating teacher knowledge of literacy instruction in grades 1-3 and the correlation with student achievement.

**Graduate Teaching Assistant (2005-2006)**

School of Teacher Education and Leadership, Utah State University  
Responsibilities included supervision of preservice students in elementary school practicum experiences and working with the course ELED 4030, Teaching Language Arts and Practicum Level III.

**Public School Teaching Experience (1984-2005)**

Elementary School Grade 6 Teacher (2002-2005)  
Junior High School Grades 7 and 8 English and Reading Teacher,  
Assistant Principal (2000-2002)  
Elementary School Grades 3 and 4 Teacher, Sub Grades K-9 (1984-2000)

**AWARDS & PROFESSIONAL RECOGNITION**

Distinguished Educator Lifetime Achievement Award, Honors in Education, Utah Governor's Office, Robert H. and Katharine B. Garff Foundation, Deseret News, Utah Business.

This award was bestowed in recognition of contributions to education in the Beehive State and for "making a difference in the lives of others." This award was presented at the inaugural Utah Governor's Honors in Education Gala.

Outstanding Undergraduate Research Mentor of the Year, Recipient, 2018, Department of Teacher Education and Leadership, Utah State University.

This award recognizes excellence in mentorship of undergraduate researchers as characterized as counselors and guides who encourage, instruct, and advocate as a role model for methods of inquiry and for the responsible conduct of research. One recipient is selected each year from the Department of Teacher Education and Leadership.

Outstanding Researcher of the Year, Recipient, 2013, College of Education and Human Services, Utah State University.

This award recognizes excellence in research, scholarship, or creative activity over the past three years. One researcher is selected yearly from the College of Education and Human Services as recipient of this award.

Robbins Faculty Researcher of the Year, Nominee, 2013, Utah State University.

This award recognizes individuals who have shown superior research capability and academic excellence. Eight faculty members (one from each of the academic colleges at Utah State University) are nominated for this award.

Outstanding Researcher of the Year, Recipient, 2013, Department of Teacher Education and Leadership, Utah State University.

This award recognizes excellence in research and scholarship in work completed over the past three years. One recipient is selected each year from the Department of Teacher Education and Leadership.

Outstanding Dissertation of the Year Award, 4<sup>th</sup> Place Recipient, 2010, International Reading Association.

This award is based on a two-phase blind review process by the IRA Award Committee of a 40-page monograph presenting a study. Each study is assessed in light of its approach, scholarship, and significant contribution to knowledge within the field of literacy.

Jerry Johns Promising Researcher Award, Recipient, 2009, Association of Literacy Educators and Researchers.

This award is based on a blind review of the quality and relevance of the applicant's research and is presented to recognize research that addresses significant questions and extends understanding of the development, assessment, and instruction of literacy.

J. Estill Alexander Future Leaders in Literacy Award, Recipient, 2009, Association of Literacy Educators and Researchers.

This award is based on a blind review process of a 20-page manuscript to evaluate the significance of the study and overall quality of study design, results, conclusions, and implications of the work. To date, I am the first person to receive both the Jerry Johns Promising Researcher Award and the J. Estill Alexander Award.

Graduate Research Assistant of the Year Award, Recipient, 2008, Department of Teacher Education and Leadership, Utah State University.

This award recognizes outstanding work by a graduate student. One recipient is selected each year from the Department of Teacher Education and Leadership.

National Blue Ribbon School Award, School Recipient, 2006, U.S. Department of Education.

This award is presented in recognition of school achievement in conjunction with my sixth grade students scoring in the top 10% of the State on Utah CRT for three years with at least 40% of students from disadvantaged backgrounds.

Pestalozzi Award, Recipient, 1984, College of Education and Human Development, Southern Utah University.

This award is presented to recognize scholars who strive to enhance education, champion the needs of the underprivileged, honor the individual, and give dedicated service to humanity. One student is selected yearly as recipient of this award.

## PUBLICATIONS

\*Signifies mentored university student with which work was completed

### Journal Articles (Refereed)

**Jones, C.D.** (2024). Teach kindness: Using children's literature to foster empathy and understanding. *International Journal on Studies in English Language and Literature*, 12, 12-15.

Mohr, K.A.J, **Jones, C.D.**, \*Chamberlain, K., \*DeCoursey, K., Robertson, M., \*Summers, C. (2024). Evidence-based practices to enliven writing instruction and support reading. *The Reading Teacher*, 77, 909-917.

**Jones, C.D.** (2023). Effective vocabulary instruction: Building academic vocabulary knowledge with Greek and Latin roots. *International Journal on Studies in English Language and Literature*, 11, 1-6.

**Jones, C.D.** (2020). The case for increased use of advanced statistical methods in educational research. *Teachers College Record*, ID Number: 23448.

\*Ashcroft, C., \*Chou, P, & **Jones, C.D.** (2020). Desegregating classrooms in the 21st Century: Recognizing and removing barriers to advanced courses and a rigorous curriculum for all students. *Teachers College Record*, ID Number: 23287.

\*Parker, N., \*Breitenstein, J., & **Jones, C.D.** (2020). Literacy based instructional techniques for the middle school mathematics teacher. *Journal of Curriculum and Teaching*, 9, 91-94.

**Jones, C.D.** (2019). Autobiographical multigenre project (AMP). *Utah English Journal*, 47, 27-32.

\*Reutzell, P., Mohr, K.A.J, & **Jones, C.D.** (2019). Exploring the relationship between letter recognition and handwriting in early literacy development. *Journal of Early Childhood Literacy*, 19, 349- 374.

**Jones, C.D.** (2018). Promoting SECD through literary character analysis. *Utah English Journal*, 46, 27-32.

**Jones, C.D.**, \*Ding, G., & \*Priestley, K.L. (2018). An overview of four challenges for English Learners experiencing learning difficulties. *Teachers College Record*, ID Number: 22588.

\*Christensen-Branum, L., \*Strong, A., & **Jones, C.D.** (2018). Mitigating myside bias in argumentation. *Journal of Adolescent & Adult Literacy*, 62, 435-445.

- Jones, C.D.** (2017). Supporting the paediatric development of children's literacy: Phonological awareness. *Paediatrics*, 5, 6-11.
- Jones, C.D.**, & \*Baker, H.H., \*Wahlquist, C., \*Schut, K. (2017). The use of biographies to develop social and emotional learning competencies. *Utah Journal of Literacy*, 20, 41-48.
- \*Watson, N., \*Jensen, R., & **Jones, C.D.** (2017). Targeted reading interventions for kindergarten and first grade students. *Teachers College Record*, ID Number: 22217.
- Jones, C.D.**, Clark, S.K., & Reutzel, D.R. (2016). Teaching text structure: Examining the affordances of children's informational texts. *Elementary School Journal*, 117, 143-169.
- Jones, C.D.** & \*Thronsdon, J. (2016). Entering the teaching profession? Using what works for effective literacy instruction. *Utah Journal of Literacy*, 19, 41-47.
- Reutzel, D.R., **Jones, C.D.**, & Clark, S.K. (2016). The Informational Text Structure Survey (ITS2): An exploration of primary grade teachers' sensitivity to text structure in young children's informational texts. *Journal of Educational Research*, 109, 81-98.
- Jones, C.D.** (2015). Effects of writing instruction on kindergarten students' writing achievement: An experimental study. *Journal of Educational Research*, 108, 35-44.
- Jones, C.D.** & Reutzel, D.R. (2015). Write to read: Investigating the reading-writing relationship of code-level early literacy skills. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 31, 297-315.
- Black, S., **Jones, C.D.**, Clark, S.K., & Reutzel, D.R. (2015). "Kind of a Fun Adventure": Utah State University literacy faculty members conduct studies on text structure instruction. *Utah Journal of Literacy*, 18, 3-8.
- Reutzel, D. R., \*Brandt, L., Fawson, P., & **Jones, C.D.** (2014). Exploration of the Consortium On Reading Excellence Phonics Survey. *Elementary School Journal*, 115, 49-72.
- Reutzel, D. R., \*Child, A., **Jones, C.D.**, & Clark, S.K. (2014). Explicit instruction in core reading programs. *Elementary School Journal*, 114, 406-430.
- Jones, C.D.** & Hall, T.H. (2013). The importance of handwriting: Why It is included the Utah Core Standards for English Language Arts. *Utah Journal of Literacy*, 16, 28-36.

- Jones, C.D. & \*Henriksen, B.M.** (2013). Skills-focused small group literacy instruction with first graders: An inquiry and insights. *Journal of Reading Education, 38*, 25-30.
- Clark, S.K., **Jones, C.D.**, & Reutzel, D.R. (2013). Using the text structures of information books to teach writing in the primary grades. *Early Childhood Education Journal, 41*, 265-271.
- Clark, S.K., **Jones, C.D.**, Reutzel, D.R., & \*Andreasen, L. (2013). An examination of the influences of a teacher preparation program on beginning teachers' reading instruction. *Literacy Research and Instruction, 52*, 87-105.
- Jones, C.D.**, Clark, S.K. & Reutzel, D.R. (2012). Enhancing alphabet knowledge instruction: Research implications and practical strategies for early childhood educators. *Early Childhood Education Journal, 41*, 81-89.
- Jones, C.D.** & Reutzel, D.R. (2012). Enhanced alphabet knowledge instruction: Exploring a change of frequency, focus, and distributed cycles of review. *Reading Psychology: An International Journal, 33*, 448-464.
- Jones, C.D.** (2011). An investigation of writing instruction and English learners' acquisition of early reading skills. *Association of Literacy Educators and Researchers Yearbook, 32*, 51-62.
- Reutzel, D.R., Dole, J.A., Read, S., Fawson, P.C., \*Herman, K., **Jones, C.D.**, Sudweeks, R., & Fargo, J.D. (2011). Conceptually and methodologically vexing issues in teacher knowledge assessment. *Reading and Writing Quarterly: Overcoming Learning Disabilities, 27*, 183-211.
- Jones, C.D.**, Reutzel, D.R., & Fargo, J.D. (2010). Comparing two methods of writing instruction: Effects on kindergarten students' reading skills. *Journal of Educational Research, 103*, 327-241.
- Reutzel, D.R., **Jones, C.D.**, Fawson, P.C., & Smith, J.A. (2008). Scaffolded Silent Reading (ScSR): A complement to guided repeated oral reading that works! *The Reading Teacher, 62*, 194-207.

## **Books**

- Reutzel, D.R., Clark, S.K. **Jones, C.D.**, Gillam, S.L. (2016). *Young meaning makers: Teaching comprehension, grades K-2*. New York: Teachers College Press.

## **Book Chapters (Refereed & Invited)**

- Reutzel, D.R. & **Jones, C.D.** (2013). Designing and managing effective early childhood classroom environments. In D.R. Reutzel (Ed.), *Handbook of*

*research-based practices in early childhood education* (p. 81-99). New York: Guilford Press. (Invited)

**Jones, C.D.**, Reutzel, D.R., & Smith, J.A. (2011). A focus on struggling readers: A comparative analysis of expert opinion and empirical research recommendations. In R.A. Flippo (Ed.), *Reading researchers in search of common ground (2<sup>nd</sup> Edition)* (pp. 274-303). New York: Routledge. (Invited)

Reutzel, D.R. & **Jones, C.D.** (2010). Assessing and creating effective preschool literacy classroom environments. In M.C. McKenna, S. Walpole, & K. Conradi (Eds.), *Early Reading First: Research, resources, and best practices* (pp.175-198). New York: Guilford Press. (Refereed)

Reutzel, D.R., **Jones, C.D.**, & Newman, T.L. (2010). Scaffolded Silent Reading (ScSR): Improving the conditions of silent reading practice in classrooms. In E.H. Hiebert & D.R. Reutzel (Eds.), *Revisiting silent reading: New directions for teachers and researchers* (pp. 129-150). Newark, DE: International Reading Association. (Refereed)

Reutzel, D.R., **Jones, C.D.**, Fawson, P.C., & Smith, J.A. (2009). Scaffolded Silent Reading (ScSR): A complement to guided repeated oral reading that works! In T.V. Rasinski (Ed.), *Essential readings on fluency* (pp. 92-106). Newark, DE: International Reading Association. (Refereed)

### **Book Reviews (Invited)**

**Jones, C.D.** (2017). Review of the book *Creating literacy instruction for all students*, by Thomas G. Gunning. Pearson Publishing.

**Jones, C.D.** (2016). Inclusive literacy teaching: Differentiating approaches in multilingual elementary classrooms. Review of the book *Inclusive literacy teaching: Differentiating approaches in multilingual elementary classrooms*, by Lori Helman, Carrie Rogers, Amy Frederick, and Maggie Struck. Teachers College Press.

### **Instructional Materials**

**Jones, C.D.** (2023). *Teaching Children to Read*, Instructional Materials and Test Bank. Pearson Publishing.

**Jones, C.D.** (2019). *Strategies for Reading Assessment and Instruction*, Instructional Materials and Test Bank. Pearson Publishing.

**Jones, C.D.** (2018). *Teaching Children to Read*, Instructional Materials and Test Bank. Pearson Publishing.

**Jones, C.D.** (2015). *Strategies for Reading Assessment and Instruction*, Instructional Materials and Test Bank. Pearson Publishing.

**Jones, C.D.** (2014). *Teaching Children to Read*, Instructional Materials and Test Bank. Pearson Publishing.

## PROFESSIONAL PRESENTATIONS

\*Signifies mentored university student with which work was completed

### National/International (Refereed)

**Jones, C.D.** & \*Bowman, W. (2024, November). *Guidelines for Selecting Alphabet Books that Support Young Learners' Literacy Development*. Presentation at the International Bright Start Conference (virtual). London, England.

**Jones, C.D.** & \*Bowman, W. (2024, October). *Alphabet Books that Support Early Literacy: Beyond the Buzz*. Presentation at the Northern Rocky Mountain Educational Research Association Conference, Lake Tahoe, NV.

**Jones, C.D.** & \*Bagley, M. (2023, November). *An Investigation of Middle School Students' Perspectives About Literacy Discussions*. Presentation at the Association of Literacy Educators and Researchers Conference, Albuquerque, NM.

\*Watson, N. & **Jones, C.D.** (2023, November). *Analyzing Student Writing in Kindergarten: An Innovative Lens*. Accepted presentation at the Association of Literacy Educators and Researchers Conference, Albuquerque, NM.

**Jones, C.D.**, \*Bagley, M., & \*Summers, C. (2022, November). *Voices in History: Literacy Discussions in the Middle School Social Studies Classroom*. Presentation at the Association of Literacy Educators and Researchers Conference, Denver, CO.

**Jones, C.D.**, \*Bowman, W., & \*Watson, S. (2022, October). *Putting Yourself in Their Shoes: Reflections & Recommendations from Middle School Students About Text Discussions*. Presentation at the Northern Rocky Mountain Educational Research Association Conference, Billings, MT.

**Jones, C.D.**, \*Brown, L., \*Bagley, M. (2021, November). *Educate to Liberate: The Symbiosis of SEL and Literacy*. Presentation at the Association of Literacy Educators and Researchers Conference, Hilton Head Island, SC.

- Jones, C.D. & \*Bagley, M.** (2021, October). *The Science of Learning: The Connection Of SEL Competency Development and Narratives*. Presentation at the Northern Rocky Mountain Educational Research Association Conference, Ketchum, ID.
- Jones, C.D., \*Carpenter, N., & \*Parker, N.** (2020, November). *Connecting the Construction-Integration Model and Comprehension Instruction*. Presentation at the Association of Literacy Educators and Researchers Conference, Santa Fe, NM (Conference canceled).
- Jones, C.D., \*Watson, N., & \*Brown, L.** (2020, November). *Educate to Liberate: The Symbiosis of SEL and Literacy*. Presentation at the Association of Literacy Educators and Researchers Conference, Santa Fe, NM (Conference canceled).
- Jones, C.D., \*Bunnell, G., & \*DeCoursey, K.** (2020, November). *We Recommend: Promoting Teacher Candidate Self-efficacy Through Clinical Practice*. Presentation at the Association of Literacy Educators and Researchers Conference, Santa Fe, NM (Conference canceled).
- Jones, C.D., \*Brown, L., & \*Watson, N.** (2019, November). *The Use of Biographies for Social and Emotional Competency Development*. Presentation at the Association of Literacy Educators and Researchers Conference, Corpus Christi, TX.
- Jones, C.D., \*Bunnell, G., & \*Brown, M.** (2019, November). *Teacher Survey of Impact of Clinical Experience*. Presentation at the Association of Literacy Educators and Researchers Conference, Corpus Christi, TX.
- Jones, C.D. & \*Lee, D.** (2019, November). *Promoting Vocabulary Acquisition: The Importance of Involvement Load*. Presentation at the Association of Literacy Educators and Researchers Conference, Corpus Christi, TX.
- Jones, C.D. & \*Lee, D.** (2018, November). *An Examination of Three Instructional Conditions on Incidental Vocabulary Acquisition for Middle School Students*. Presentation at the Association of Literacy Educators and Researchers Conference, Louisville, KY.
- Jones, C.D., \*Brown, L., & \*Parker, N.** (2018, November). *Social and Emotional Competency Development: A Content Analysis of Third-Grade Core Reading Programs*. Presentation at the Association of Literacy Educators and Researchers Conference, Louisville, KY.
- Jones, C.D., \*Watson, N., & \*Bunnell, G.** (2018, October). *Social and Emotional Competency Development*. Presentation at the Northern Rocky Mountain Educational Research Association Conference, Salt Lake City, UT.

- Jones, C.D. & \*Hymas, T.** (2017, November). *Interactions with Text in the Social Studies Classroom*. Presentation at the Association of Literacy Educators and Researchers Conference, St. Petersburg, FL.
- Jones, C.D., Clark, S.K., & Reutzel, D.R.** (2017, July). *Teaching Text Structure: Examining the Affordances of Children's Informational Texts*. Presentation at the International Literacy Association Conference, Orlando, FL.
- Jones, C.D.** (2016, November). *Advocating for Young Learners by Increasing Access and Comprehension of Informational Texts*. Poster presentation at the National Council of Teachers of English Annual Convention, Atlanta, GA.
- Jones, C.D.** (2016, November). *Supporting Young Students' Construction and Integration of Meaning through Discourse*. Presentation at the Association of Literacy Educators and Researchers Conference, Myrtle Beach, SC.
- \*Lee, D. & Jones, C.D.** (2016, November). *The Impact of Writing on Incidental Vocabulary Acquisition for Middle School Students*. Presentation at the Association of Literacy Educators and Researchers Conference, Myrtle Beach, SC.
- Jones, C.D. & Clark, S.K.** (2016, April). *An Examination of the Affordances of Children's Informational Texts for Teaching Text Structure*. Poster session at the American Educational Research Association Annual Meeting, Washington, D.C.
- Jones, C.D., Clark, S.K., & Reutzel, D.R.** (2015, November). *Teaching Text Structure: Examining the Affordances of Children's Informational Texts*. Presentation at the Association of Literacy Educators and Researchers Conference, Costa Mesa, CA.
- \*Sias, C. & Jones, C.D.** (2015, November). *Teaching Advanced Language & Composition Coursework to All Students*. Poster presentation at the Association of Literacy Educators and Researchers Conference, Costa Mesa, CA.
- Jones, C.D., Reutzel, D.R., & Clark, S.K.** (2015, July). *Teaching Text Structure: Examining the Affordances of Children's Informational Texts*. Presentation at the International Literacy Association Conference, St. Louis, MO.
- Jones, C.D., \*Brown, L., & \*Sias, C.** (2015, February). *Enhancing Alphabet Knowledge Instruction Through Design and Curriculum Planning*. Presentation at the 2015 National Title I Conference, Salt Lake City, UT.
- Jones, C.D.** (2013, December). *Alphabet Learning and Curriculum Planning*. Paper session at the Literacy Research Association Conference, Dallas, TX.

- Jones, C.D.** & \*Merrill, N. (2013, November). *Fostering Students' Use of Comprehension Strategies through Discussions about Text*. Poster presentation at the National Council of Teachers of English Annual Convention, Boston, MA.
- Reutzel, D.R., **Jones, C.D.**, & Clark, S.K. (2013, April). *Developing the Information Text Structure Survey (ITS2): A Tool for Determining Information Text Features and Structure*. Poster presentation at the International Reading Association Conference, San Diego, CA.
- Jones, C.D.** (2012, December). *Comprehension Strategies and Discussions Around Text in the Primary Grades*. Paper session at the Literacy Research Association Conference, San Diego, CA.
- Reutzel, D.R., **Jones, C.D.**, & Clark, S.K. (2012, December). *Developing the Information Text Structure Survey (ITS2)*. Paper session at the Literacy Research Association Conference, San Diego, CA.
- \*Henriksen, B.M. & **Jones, C.D.** (2012, November). *Small Group Literacy Instruction: An Inquiry and Insights of Grouping Variations in First Grade*. Poster presentation at the National Council of Teachers of English Annual Convention, Las Vegas, NV.
- Clark, S.K, Reutzel, D.R., & **Jones, C.D.** (2012, November). *Teaching Text Structure to Improve Young Students' Knowledge Acquisition and Comprehension: A Content Analysis of Information Trade Books*. Presentation at the Association of Literacy Educators and Researchers Conference, Grand Rapids, MI.
- Reutzel, D.R., **Jones, C.D.**, Clark, S.K., & \*Child, A. (2012, May). *Using Information Text in the Elementary Grades: Teaching Text Structures in Trade Books, Core Reading Programs, and Content Area Text Books to Improve Knowledge Acquisition and Comprehension*. Presentation at the International Reading Association Conference, Chicago, IL.
- Reutzel, D.R., **Jones, C.D.**, & Clark, S. K. (2011, December). *Teaching Text Structure to Improve Young Students' Knowledge Acquisition and Comprehension: A Content Analysis of Information Trade Books*. Paper session at the Literacy Research Association Conference, Jacksonville, FL.
- Jones, C.D.** & Reutzel, D.R. (2011, November). *Writing Instruction for Beginning Readers*. Presentation at the Association of Literacy Educators and Researchers Conference, Richmond, VA.
- \*Mierue, D. & **Jones, C.D.** (2011, November). *Investigating Vocabulary Instruction for English Learners*. Presentation at the Association of Literacy Educators and Researchers Conference, Richmond, VA.

- Reutzel, D.R., **Jones, C.D.**, Clark, S.K., & \*Child, A. (2011, May). *Teaching Text Structures to Improve Young Learners' Comprehension*. Presentation at the International Reading Association Conference, Orlando, FL.
- Jones, C.D.**, \*Child, A., & \*Merrill, N. (2010, November). *Comprehension Strategies and Discussions Around Text in the Primary Grades*. Presentation at the Association of Literacy Educators and Researchers Conference, Omaha, Nebraska.
- Jones, C.D.** (2010, April). *Early Reading Skills and Writing Instruction*. Presentation at the International Reading Association Conference, Chicago, IL.
- Jones, C.D.** (2009, November). *The Effects of Two Methods of Writing Instruction on Kindergarten Students' Acquisition of Early Reading Skills*. Special session at the Association of Literacy Educators and Researchers Conference, Charlotte, NC.
- Jones, C.D.**, Reutzel, D.R., & \*Lewis, G. (2009, November). *Something Old is New Again! Teaching Alphabet Letter Names and Sounds*. Presentation at the Association of Literacy Educators and Researchers Conference, Charlotte, NC.
- Reutzel, D.R., Dole, J.A., Read, S., Fawson, P.C., **Jones, C.D.** (2009, November). *Conceptually and Methodologically Vexing Issues in Teacher Knowledge Assessment*. Presentation at the Association of Literacy Educators and Researchers Conference, Charlotte, NC.
- Jones, C.D.** (2009, March). *Moving Forward Together: Examining Conflict through Children's Literature*. Presentation at the Association for Childhood Education International Conference, Chicago, IL.

#### **State and Local (Refereed)**

- Jones, C.D.** & \*Bowman, W. (2024, March). *15 Awesome Alphabet Books for Preschool*. Presentation at the Utah Association for the Education of Young Children, Annual Early Childhood Conference, Salt Lake City, UT.
- Jones, C.D.**, \*Bunnell, G., \*Breitenstein, J., \* Watson, N., & \*Parker, N. (2019, October). *Questions & Answers: Teaching Students to Locate and Use Text Evidence*. Presentation at the Utah Chapter of the International Reading Association Conference, Sandy, UT.
- Jones, C.D.**, \*Watson, N., \*Kabel, H., & \*Magill, C. (2019, October). *The Institute of Education Sciences—A Premier Source for Improving Student Outcomes*. Poster presentation at the Utah Chapter of the International Reading Association Conference, Sandy, UT.

- Jones, C.D., \*Parker, N., \*Cox, R., \*Turner, A. (2019, October).** *What Works Clearing House—Supporting Evidence-Based Decision Making in Education.* Poster presentation at the Utah Chapter of the International Reading Association Conference, Sandy, UT.
- Jones, C.D., \*Bunnell, G., \*Jenson, A., & \*Dennis, B. (2019, October).** *Practice Guides—A Wealth of Knowledge for Classroom Instruction.* Poster presentation at the Utah Chapter of the International Reading Association Conference, Sandy, UT.
- Jones, C.D., \* Breitenstein, J., & \*Brown, M. (2019, October).** *Intervention Reports—Systematic Reviews of the Evidence.* Poster presentation at the Utah Chapter of the International Reading Association Conference, Sandy, UT.
- Jones, C.D., \*Watson, N., \*Bunnell, G., & \*Parker, N. (2018, October).** *Teaching Sequential Text Structure: Books that are Exemplary Models and How to Use Them.* Presentation at the Utah Chapter of the International Reading Association Conference, Provo, UT.
- Jones, C.D., \*Bunnell, G., \*Trujillo, S., & \*Yahne, L. (2018, October).** *Phonological Awareness Instruction: Hands-on Activities for Children.* Poster session at the Utah Chapter of the International Reading Association Conference, Provo, UT.
- Jones, C.D., \*Parker, N., \*Imlay, H., & \*Brown, C. (2018, October).** *Phonological Awareness Instruction: Educational Apps.* Poster session at the Utah Chapter of the International Reading Association Conference, Provo, UT.
- Jones, C.D., \*Watson, N., \*Page, M., & \*Niederhauser, A. (2018, October).** *Phonological Awareness Instruction: Scope and Sequence.* Poster session at the Utah Chapter of the International Reading Association Conference, Provo, UT.
- Jones, C.D. & \*Wahlquist, C. (2017).** *Supporting Early Literacy Development: Phonological Awareness.* Poster presentation at the Utah Chapter of the International Reading Association Conference, Ogden, UT.
- Jones, C.D., \*Baker, H.H., & \*Schut, K. (2017).** *Teaching Sequential Text Structure.* Poster presentation at the Utah Chapter of the International Reading Association Conference, Ogden, UT.
- Jones, C.D. & \*Brown, L. (2015, March).** *Enhancing Alphabet Knowledge Instruction: A Review of Technology Programs and Applications.* Poster presentation at the Utah Annual Early Childhood Conference, Ogden, UT.

Clark, S.K, **Jones, C.D.**, & Reutzler, D.R. (2012, September). *Teaching Text Structures to Improve Knowledge Acquisition and Comprehension*. Research presentation at the annual meeting of the Utah Council of the International Reading Association, Ogden, UT.

Foley, L., & **Jones, C.D.** (2010, November). *Successes and Barriers to the Implementation of Comprehension Strategy Instruction*. Research presentation at the annual meeting of the Utah Council of the International Reading Association, Salt Lake City, UT.

**Jones, C.D.** (2009, March). *The Importance of Writing in the Kindergarten Classroom*. Presentation at the Utah 34<sup>th</sup> Annual Early Childhood Conference, Orem, UT.

### **Selected National, State, and Local (Invited)**

**Jones, C.D.** (2024, June). Interviewed as an Early Childhood Literacy Specialist about the importance of preschool for literacy development. KSL News Radio.

**Jones, C.D.** (2023, November). Interviewed as a Literacy Specialist about the science of reading for Utah Public Radio.

**Jones, C.D.** (2023, June). *Preschool Enhanced Alphabet Knowledge Instruction*. National Head Start, Dodge City, KS.

**Jones, C.D.** (2022, November). *A Focus on Embedded Clinical Practice: University Literacy Clinics Enhancing the Curriculum of Schools of Education*. Invited Keynote Address at the Association of Literacy Educators and Researchers Clinical Division Meeting, Denver, CO.

\*Bunnell, G., **Jones, C.D.**, \*Watson, N., & \*DeCoursey, K. (2020, August). *Words, Words, Words! Ideas for Effective Vocabulary Instruction*. Presentation at the JSD Special Education Summer Conference, Jordan, UT.

**Jones, C.D.**, \*Carpenter, N., & \*Breitenstein, J. (2020, August). *Literacy Character Analysis to Promote Social and Emotional Competency Development*. Presentation at the JSD Special Education Summer Conference, Jordan, UT.

**Jones, C.D.**, \*Watson, N., & \*Parker, N. (2019, August). *Supporting the Development of Phonological Awareness: What, Why, and How*. Presentation at the JSD Special Education Summer Conference, Jordan, UT.

**Jones, C.D.**, \*Bunnell, G., & \*Breitenstein, J. (2019, August). *How Teachers can use Text Structure to Improve Student Comprehension and Writing*. Presentation at the JSD Special Education Summer Conference, Jordan, UT.

- Jones, C.D.** (2018, May). Interviewed as a Literacy Specialist in summer reading for children for Utah Public Radio.
- Jones, C.D.** (2017, December). *Implementation Goals for Enhanced Alphabet Knowledge Instruction*. Presentation for Preschool Teachers, Paraprofessionals, and Speech Language Pathologists, Salt Lake City, UT.
- Jones, C.D.** (2017, September). *Enhanced Alphabet Knowledge Instruction*. Presentation for Preschool Teachers, Paraprofessionals, and Speech Language Pathologists, Salt Lake City, UT.
- Jones, C.D.** (2016, October). *Designing Read Alouds to Support Children's Literacy Development: Informational Text Structure*. Presentation at the Community Learning Center Literacy in Action Event, Tooele, UT.
- Jones, C.D.** (2014, July). Interviewed as a Literacy Specialist in alphabet knowledge instruction for Utah Public Radio.
- Clark, S.K, **Jones, C.D.**, & Reutzler, D.R. (2012, February). *Using Information Books in the Elementary Grades: Teaching Text Structure to Improve Young Learner's Knowledge Acquisition and Comprehension*. Presentation for Cache Valley Reading Council Opening Session, Logan, UT.
- Jones, C.D.** (2013, November). *A Focus on Clinical Practice: Enhancing the Curriculum of Schools of Education*. Invited Keynote Address at the Association of Literacy Educators and Researchers Clinical Division Meeting, Dallas, TX.
- Jones, C.D.** (2011, August). *Understanding the English Language Arts Common Core State Standards and Designing Writing Instruction*. Seminar for Syracuse Arts Academy, Syracuse, UT.
- Jones, C.D.** (2011, February). *Building Language Development for Children with Hearing Impairments through Interactions Around Text*. Auditory Learning Clinical Seminar, Logan, UT.
- Jones, C.D.** (2010, November). *Phonological Awareness & Vocabulary Instruction: A Guide for Administrators*. Seminar for USOE Principals' Literacy Academy, Ogden, UT.
- Jones, C.D.** (2010, March). *Helping Your Child Develop Early Literacy Skills*. Special presentation for parents of children with cochlear implants. Featured speaker for Sound Beginnings Conference, Logan, UT.
- Jones, C.D.** (2009, November). *Vocabulary Instruction: What Administrators Need to Know*. Seminar for USOE Principals' Literacy Academy, Ogden, UT.

- Jones, C.D.** (2009, September). *The ABC's of Reading Success*. Featured speaker for CHILD Association Conference, Logan, UT.
- Jones, C.D.** (2008, December). *Strengthening Relationships with Young Children and Families through Picture Books and Conversation*. Featured speaker for Utah Association for the Education of Young Children, Logan, UT.
- Jones, C.D.** (2008, March). *Writing Instruction in the Primary Grades*. Seminar for Logan District, Logan, UT.
- Jones, C.D.** (2007, November). *Interactive Writing and Journaling*. Seminar for Iron County District, Cedar City, UT.
- Jones, C.D.** (2007, October). *Interactive Writing and Journaling*. Seminar for Nebo District, Springville, UT.
- Jones, C.D.** (2007, October). *Interactive Writing and Journaling*. Seminar for Granite District, Salt Lake City, UT.
- Jones, C.D.** (2006, November). *Creating Young Writers: Incorporating the Six Traits in Primary Grade Writing Instruction*. Workshop for Logan District, Logan, UT.
- Jones, C.D. & DeBoer, B.** (2006, June). *Children, Conversation, and Comprehension*. Session presented at the Northern Utah Reading Summit, Logan, UT.

### **Selected School Partnership Presentations**

- Jones, C.D.** (2016-2018). Granite School District Preschool Classrooms. Granite School District, Salt Lake City, UT.
- Jones, C.D.** (2014). Granite School District and United Way Elementary Literacy Collaborative Action Network. Granite School District, Salt Lake City, UT.
- Jones, C.D.** (2011, May). Supporting Effective Literacy Instruction. Presentation for instructional coaches. Davis North Center, Farmington, UT.
- Jones, C.D.** (2011, April). *Small Group Instruction Grades K-2*. Presentation for teachers. West Point Elementary, West Point, UT.
- Jones, C.D.** (2011, April). *Small Group Instruction Grades K-2*. Presentation for teachers. King Elementary, Layton, UT.
- Jones, C.D.** (2011, April). *Teaching Informational Text and Writing*. Presentation for elementary teachers. Lakeside Elementary, West Point, UT.

- Jones, C.D.** (2011, April). *Comprehension Instruction Grades 3-6*. Presentation for teachers. Doxey Elementary, Sunset, UT.
- Jones, C.D.** (2011, April). *Comprehension Instruction and ScSR*. Presentation for teachers. Layton Elementary, Layton, UT.
- Jones, C.D.** (2011, April). *Comprehension Instruction and ScSR*. Presentation for teachers. Buffalo Point Elementary, Syracuse, UT.
- Jones, C.D.** (2011, March). *Using Data to Inform Small Group Instruction*. Presentation for teachers. King Elementary, Layton, UT.
- Jones, C.D.** (2011, March). *Using Data to Inform Small Group Instruction*. Presentation for teachers. West Point Elementary, West Point, UT.
- Jones, C.D.** (2011, March). *Comprehension Instruction and ScSR*. Presentation for teachers. West Bountiful Elementary, West Bountiful, UT.
- Jones, C.D.** (2011, March). *Using Data to Inform Small Group Instruction*. Presentation for teachers. Doxey Elementary, Sunset, UT.
- Jones, C.D.** (2011, March). *Teaching Expository Text Structure*. Presentation for elementary teachers. Clinton Elementary, Clinton, UT.
- Jones, C.D.** (2011, March). *Teaching Argumentation or Opinion Writing*. Presentation for elementary teachers. Buffalo Point Elementary, Syracuse, UT.
- Jones, C.D.** (2011, March). *Comprehension Instruction and ScSR*. Presentation for teachers. Lakeside Elementary, West Point, UT.
- Jones, C.D.** (2011, February). *Principles of Explicit Instruction: Application to Core Reading Programs*. Presentation for teachers. Layton Elementary, Layton, UT.
- Jones, C.D.** (2011, February). *Interventions for Fluency and Decoding Grades 3-6*. Presentation for teachers. King Elementary, Layton, UT.
- Jones, C.D.** (2011, January). *Persuasive Writing Instruction*. Presentation for teachers. Clinton Elementary, Clinton, UT.
- Jones, C.D.** (2011, January). *Comprehension Instruction Grades 3-6*. Presentation for teachers. Parkside Elementary, Clinton, UT.
- Jones, C.D.** (2011, January). *Persuasive Writing Instruction*. Presentation for teachers. West Point Elementary, West Point, UT.
- Jones, C.D.** (2011, January). *Comprehension Instruction in the Primary Grades*. Presentation for teachers. Hill Field Elementary, Clearfield, UT.

- Jones, C.D.** (2011, January). *Comprehension Instruction in the Primary Grades*. Presentation for teachers. West Bountiful Elementary, West Bountiful, UT.
- Jones, C.D.** (2011, January). *Principles of Explicit Instruction*. Presentation for teachers. Layton Elementary, Layton, UT.
- Jones, C.D.** (2010, December). *Comprehension Instruction in the Primary Grades*. Presentation for teachers. Parkside Elementary, Clinton, UT.
- Jones, C.D.** (2010, December). *Principles of Explicit Instruction*. Presentation for teachers. Antelope Elementary, Clearfield, UT.
- Jones, C.D.** (2010, November). *Comprehension Instruction Grades 3-6*. Presentation for teachers. Hill Field Elementary, Clearfield, UT.
- Jones, C.D.** (2010, November). *Comprehension Instruction Grades 4-6*. Presentation for teachers. Crestview Elementary, Layton, UT.
- Jones, C.D.** (2010, November). *Interventions for Fluency and Decoding*. Presentation for teachers. King Elementary, Layton, UT.
- Jones, C.D.** (2010, November). *Writing Across the Curriculum*. Presentation for teachers. Buffalo Point Elementary, Syracuse, UT.
- Jones, C.D.** (2010, November). *Using Data to Inform Small Group Instruction*. Presentation for teachers. Lakeside Elementary, West Point, UT.
- Jones, C.D.** (2010, November). *Principles of Explicit Instruction for Grades 4-6*. Presentation for teachers. West Bountiful Elementary, West Bountiful, UT.
- Jones, C.D.** (2010, October). *Using Data to Inform Small Group Instruction*. Presentation for teachers. Doxey Elementary, Sunset, UT.
- Jones, C.D.** (2010, October). *Teaching Text Structure*. Presentation for teachers. Clinton Elementary, Clinton, UT.
- Jones, C.D.** (2010, October). *Principles of Explicit Instruction for Teaching Word Reading*. Presentation for teachers. Buffalo Point Elementary, Syracuse, UT.
- Jones, C.D.** (2010, October). *Teaching Descriptive Writing*. Presentation for teachers. Parkside Elementary, Clinton, UT.
- Jones, C.D.** (2010, October). *Using Data to Inform Small Group Instruction*. Presentation for teachers. Crestview Elementary, Layton, UT.
- Jones, C.D.** (2010, October). *Principles of Explicit Instruction*. Presentation for teachers. Lakeside Elementary, West Point, UT.

- Jones, C.D.** (2010, September). *Principles of Explicit Instruction for Teaching Comprehension*. Presentation for teachers. Clinton Elementary, Clinton, UT.
- Jones, C.D.** (2010, September). *Effective Alphabet Knowledge Instruction in Kindergarten*. Presentation for teachers. King Elementary, Layton, UT.
- Jones, C.D.** (2010, September). *Principles of Explicit Instruction for Teaching Comprehension*. Presentation for teachers. Antelope Elementary, Clearfield, UT.
- Jones, C.D.** (2010, September). *Principles of Explicit Instruction*. Presentation for teachers. West Bountiful Elementary, West Bountiful, UT.
- Jones, C.D.** (2010, September). *Effective Alphabet Knowledge Instruction in Kindergarten*. Presentation for teachers. Doxey Elementary, Sunset, UT.
- Jones, C.D.** (2009, December). *Implementing Tier 2 Instruction in the Primary Grades*. Presentation for district literacy coaches and primary grade teachers. Weber District, Ogden, UT.
- Jones, C.D.** (2009, September). *Supporting Each Other in Literacy Instruction: A Literacy Reflection Framework*. Presentation for district literacy coaches and primary grade teachers. Weber District, Ogden, UT.
- Jones, C.D.** (2009, March). *Literacy Centers: From Understanding to Implementation*. Presentation for district literacy coaches and primary grade teachers. Weber District, Ogden, UT.
- Jones, C.D.** (2008, December). *Using Lesson Study to Improve Literacy Instruction*. Presentation for district literacy coaches and primary grade teachers. Weber District, Ogden, UT.
- Jones, C.D.** (2008, September). *Response to Intervention: The Three-Tiered Model*. Presentation for district literacy coaches and primary grade teachers. Weber District, Ogden, UT.
- Jones, C.D.** (2008, September). *Lesson Study: Developing a Vision*. Presentation for principals. Weber District, Ogden, UT.

## GRANTS & FUNDING

### Funded (\$269,206 in total)

Co-PI (\$101,000). *School Leaders Integrating Character Education, Planning Grant*. (2021-2022). Kern Family Foundation. Purpose: Develop a school leader support system that will equip school leaders with knowledge and skill to enact strong character into school culture that impacts student development of civic, moral, and performance virtues that drive good sense attributes leading to flourishing individuals. (with co-investigator Parker Fawson).

Investigator (\$10,000). *The Science of Reading*. (2021). Purpose: Provide professional development for educators to increase effectiveness of literacy instruction for students experiencing reading difficulties. Virtual Conference Format.

Departmental Point Person (\$41,706). *CARES 2.0 Funding, USU Internal*. (2020-21). Purpose: Submitted Eight Proposals (two of which were awarded) for CARES 2.0 Funding to benefit the School of Teacher Education and Leadership (with TEAL faculty committee members).

Investigator (\$10,000). *Evidence-based Instruction for Children with or At-risk for Reading Difficulties in Grade K-3*. (2020). Purpose: Provide professional development for educators to increase effectiveness of literacy instruction for students experiencing reading difficulties. Conference canceled due to the pandemic.

Investigator (\$10,000). *From Research to the Classroom; Multi-tiered Reading Supports*. (2019). Purpose: Provide professional development for educators to increase effectiveness of literacy instruction for students experiencing reading difficulties. Salt Lake City, UT.

Investigator (\$10,000). *A Path to Reading Success in the Primary Grades*. (2018). Purpose: Provide professional development for educators to increase effectiveness of phonics and fluency instruction. Salt Lake City, UT.

Investigator (\$12,000). *Phonemic Awareness and Phonics in K-3 Grades*. (2017). Purpose: Provide professional development for educators to increase effectiveness of phonological awareness and phonics instruction. Salt Lake City, UT.

Investigator (\$12,000). *Writing Instruction in the Primary Grades, Early Childhood Symposium*. (2016). Purpose: Provide professional development for educators to increase effectiveness of writing instruction. Salt Lake City, UT.

Investigator (\$500). *Alphabet Learning and Curriculum Planning*. (2013). CWG Travel Grant. Purpose: Present research on alphabet knowledge instruction at the Literacy Research Association Conference, Dallas, TX.

Investigator (\$500). *Skills-Focused Small Group Instruction*. (2012). CWG Travel Grant. Purpose: Present results of study on skills-focused small group instruction with USU master's student B.M. Henriksen at the National Council of Teachers of English Annual Convention, Las Vegas, NV.

Investigator (\$500). *Teaching Text Structures to Improve Young Learners' Comprehension*. (2011). CWG Travel Grant. Purpose: Present research findings of one-year study of comprehension instruction using informational text structures at the Literacy Research Association Conference, Jacksonville, FL.

Investigator (\$500). *Interactions with Text in the Social Studies Classroom*. (2010). CWG Research Grant. Purpose: Conduct experimental study with over 400 students of using trade books and discussions in the social studies content area classroom.

Investigator (\$1500). *Interactions with Text in the Social Studies Classroom*. (2010). Logan School District. Purpose: Conduct experimental study with over 400 students of using trade books and discussions in the social studies content area classroom.

Investigator (\$5000). *Writing Instruction in the Kindergarten Classroom*. (2008). EEJ Early Childhood Center. Purpose: Conduct experimental study with over 150 kindergarten students of impact of writing instructional methods.

Investigator (\$5000). *Writing Instruction in the Kindergarten Classroom*. (2008). Payne Foundation. Purpose: Conduct experimental study with over 150 kindergarten students of impact of writing instructional methods.

Co-investigator (\$20,000). *Increasing Reading and Math Achievement*. (2002). Twenty-first Century Grant. Purpose: Provide targeted interventions in reading and math to increase student achievement (with co-investigator Kathleen Petersen).

Co-investigator (\$29,000). *Curriculum Mapping*. (2002). Twenty-first Century Grant. Purpose: Investigate impact of curriculum mapping between Language Arts and Social Studies teachers on student learning (with co-investigator Karen Bishop).

### **Not Funded**

Co-investigator (\$469,982). Hollyhock Foundation, *Reading Doctoral Program Proposal*. (2024).  
Purpose: Provide funding support for students seeking a doctorate of education in literacy from Utah State University (with Marla Robertson, PI, and Jake Downs, co-investigator).

- Departmental Point Person (\$176,970). *CARES 2.0 Funding, USU Internal*. (2020-21).  
Purpose: Submitted Eight Proposals (two of which were awarded) for CARES 2.0 Funding to benefit the School of Teacher Education and Leadership (with TEAL faculty committee members).
- Co-PI (1.4 million). *An Efficacy Trial of Providing Explicit and Scaffolded Professional Development to Enhance Explicit Comprehension Instruction and Fourth-Grade Reading Comprehension*. (2015-16). IES Efficacy and Replication Grant.  
Purpose: Implement a professional development model for explicit comprehension instruction to increase student comprehension of informational text (with co-investigator Sarah Clark).
- Co-investigator (1.4 million). *Supporting Knowledge in Language, Literary and Informational Texts (SKILL-IT)* (2014-15). Rewrite of earlier IES Development grant. Purpose: Develop a comprehensive language intervention program to facilitate comprehension of literary and informational discourse (with S. Gillam, PI, and co-investigators).
- Co-investigator (1.4 million). *Supporting Knowledge in Language, Literary and Informational Texts*. (2013-14). IES Development grant. Purpose: Develop a comprehensive language intervention program to facilitate comprehension of literary and informational discourse (with S. Gillam, PI, and co-investigators).
- Co-investigator (1.9 million). *Developing Student Teaching and Lesson Observation Protocol to Enrich Pre-service Teacher Education*. (2012). IES Development grant. Purpose: Develop a method of instruction and assessment for effective instruction with expository text (with S. Gillam, PI, and co-investigators).
- Co-investigator (1.6 million). *Development of the Assessment of Teacher's Reading Instructional Planning (ATRIP): An Assessment of Teachers' Knowledge of Early Reading Instruction*. (2012). IES Effective Teachers and Effective Teaching grant. Purpose: Develop a validated, reliable assessment of teacher knowledge of early literacy instruction that is predictive of student achievement (with D.R. Reutzel, PI, and co-investigators).
- Co-investigator (1.2 million). *Designing a Vertically Scaled Grade 3-5 Student Reading Comprehension Assessment*. (2011). IES Effective Teachers and Effective Teaching. Purpose: Development of a reading comprehension measure (with S.K. Clark, PI).

## **RESEARCH & EVALUATION PROJECTS**

- Project Coordinator. *Evidence-Based Efficacy Study, McDougal Littell Literature Program (2007-2008)*.  
Year-long mixed methods experimental study involving 72 secondary teachers in 9 states to evaluate impact of literature curriculum program.

- Independent Evaluator. *Bureau of Indian Education Reading First Improvement Evaluation (2007-2008)*.  
Longitudinal mixed methods evaluation project with BIE primary-grades. Conduct student assessments, teacher and administrator interviews, and classroom observations to evaluate student growth in literacy.
- Independent Evaluator. *Oberkottter Foundation, First Year Professionals Initiative Program (2007)*.  
Qualitative study to analyze effect of internship program at 32 auditory-oral schools in the United States.
- Independent Evaluator. *Utah Behavior Initiative, Positive Behavioral Model (2007)*.  
Success Case method study to identify factors for successful implementation.

## UNIVERSITY TEACHING

**Utah State University, Logan, Utah**  
**College of Education and Human Services**

### Undergraduate Courses

*ELED 3100 - Classroom Reading Instruction, Course Supervisor*

The course focuses on core components of reading instruction including: print concept, phonological awareness, phonics, fluency, vocabulary, and comprehension as identified in the Common Core State Standards (2010) and by the National Reading Panel (2000) and the National Early Literacy Panel (2008).

I served as supervisor for this course from 2008 to 2023, coordinating sections taught on campus and at distance education sites by various instructors. There are typically 3-4 on-campus sections and 1-2 distance sections.

*ELED 3200 - Practicum Tier II Instruction*

In this course, undergraduate students learn how to assess and tutor students struggling with reading skills. Teacher candidates work directly with elementary students in the USU Literacy Clinic. This course is taught on campus at USU.

*ELED 4040/4042 – Reading Assessment and Intervention and Clinical Lab*

This course prepares undergraduate students to use data from a variety of reading assessments to identify elementary students' reading strengths and needs and plan targeted instruction. Special attention given to providing differentiated reading instruction to meet the needs of students. Teacher candidates work directly with elementary students in the USU Literacy Clinic. This course is taught on campus at USU.

## Graduate Courses

### TEAL 6230 - *Evidence-based Literacy Instruction for K-6 Learners*

This graduate level course involves an in-depth examination of literacy development and an investigation of the descriptive, correlation, and scientific research-base for providing effective literacy instruction. This course is taught as a hybrid course (interactive live broadcast with students at multiple distance education sites and on campus) and on-site at Utah schools.

### TEAL 6350 - *Reading Assessment and Intervention*

This graduate level course covers the correlates and diagnosis of reading Problems and methods and materials for remedial reading instruction. This course is taught as a hybrid course (interactive live broadcast with students at multiple distance education sites and on campus) and on-site at Utah schools.

### TEAL 6380 - *Effective Writing Instruction*

This graduate level course involves an in-depth examination of the nature of writing and an investigation of the research base for providing effective writing instruction. The course addresses instructional strategies for teaching and assessing composition and related language arts skills. This course is taught as a hybrid course (interactive live broadcast with students at multiple distance education sites and on campus) and on-site at Utah schools.

### TEAL 6390 - *Teaching with Trade Books in the Elementary and Middle Level Classroom*

This graduate level course is designed to explore the use of trade books in elementary and middle level classrooms. This course is taught as a hybrid course (interactive live broadcast with students at multiple distance education sites and on campus) and on-site at Utah schools.

### TEAL 7322, 7360 - *Research in Literacy*

The purpose of this doctoral level course is to familiarize students with methodologies, findings, and directions of reading research through the reading and analysis of classical, historical, and contemporary research studies in literacy, with an emphasis upon understanding and translating findings into classroom practices or clinical settings. This course is taught as a hybrid course (interactive live broadcast with students at multiple distance education sites and on campus) and on-site at Utah schools.

### TEAL 7326 - *Designing and Conducting Literacy Research: A Capstone Experience*

This is a doctoral level course examining the design, methods, analytical tools and reporting of literacy research. Students develop expertise in designing and critiquing literacy research as a part of their dissertation proposal development. This course is completed on an individual basis with the student and the doctoral chair.

*TEAL 7327 - Literacy Research Apprenticeship*

This doctoral level course provides students with directed experiences through authentic experiences in the conduct of research. This course is completed on an individual basis with the student.

*CETE 5700 – Special Topics in Teacher Education and Leadership*

This continuing education course can be taken in association with the EEJ Early Childhood Symposium and is offered in the summer.

**Dissertation Credits Carried** (In addition to teaching load; reported for the 2016 and 2017 years as data was reported by TEAL for these years)

- 2016—11 dissertation credits
- 2017—15 dissertation credits

**Independent Study Teaching** (126 credit hours, dissertation hours included from 2019)

- Fall 2009, ELED 3100 Classroom Reading Instruction, Online Course (3 credits)
- Spring 2009, TEAL 7900 Independent Study, Maria Genest (3 credits)
- Spring 2012, TEAL 7900 Independent Study, Katie Squires (3 credits)
- Spring 2013, ELED 5900 Independent Study, Adriane Olsen (3 credits)
- Spring 2013, TEAL 7900 Independent Study, David Lee (3 credits)
- Fall 2014, TEAL 7900 Independent Study, David Lee (3 credits)
- Spring 2015, TEAL 7900 Independent Study, David Lee (3 credits)
- Spring 2016, TEAL 5540, College Teaching Apprentice, Lisa Brown (1 credit)
- Spring 2016, TEAL 7900 Independent Study, Christina Sias (1 credit)
- Fall 2016, TEAL 7900 Independent Study, Sally Brown (3 credits)
- Fall 2016, TEAL 7900 Independent Study, Christina Sias (1 credit)
- Spring 2017, TEAL 7322 Research in Reading, Laura Reina (3 credits)
- Fall 2018, TEAL 7326 Designing and Conducting Research, Neil Carpenter (3 credits)
- Fall 2018, TEAL 7900 Independent Study, Georgia Bunnell (1 credit)
- Fall 2018, TEAL 7900 Independent Study, Nanette Watson (3 credits)
- Spring 2019, ITDS 4900 Senior Thesis, Jamie Naulu (3 credits)
- Spring 2019, TEAL 7326 Designing and Conducting Research, Nanette Watson (3 credits)
- Spring 2019, TEAL 7970 Dissertation, Neil Carpenter (3 credits)
- Summer 2019, TEAL 7327 Literacy Research Apprenticeship, Georgia Bunnell (1 credit)
- Fall 2019, TEAL 7327 Literacy Research Apprenticeship, Georgia Bunnell (1 credit)
- Fall 2019, TEAL 7970 Dissertation, Nanette Watson (3 credits)
- Fall 2019, TEAL 7970 Dissertation, Neil Carpenter (3 credits)
- Fall 2019, TEAL 7900 Independent Study, Georgia Bunnell (2 credits)
- Spring 2020, TEAL 7327 Literacy Research Apprenticeship, Nicole Parker (1 credit)
- Spring 2020, TEAL 7326 Capstone Course, Georgia Bunnell (3 credits)

- Spring 2020, TEAL 7900 Independent Study, Georgia Bunnell (3 credits)
- Spring 2020, TEAL 7970 Dissertation, Neil Carpenter (3 credits)
- Spring 2020, TEAL 7970 Dissertation, Nanette Watson (3 credits)
- Summer 2020, TEAL 7970 Dissertation, Neil Carpenter (1 credit)
- Fall 2020, TEAL 7970 Dissertation, Georgia Bunnell (6 credits)
- Fall 2020, TEAL 7970 Dissertation, Neil Carpenter (1 credit)
- Fall 2020, TEAL 7970 Dissertation, Nanette Watson (3 credits)
- Spring 2021, TEAL 6900 Independent Study, Meaghan Porritt (3 credits)
- Spring 2021, TEAL 7970 Dissertation, Nanette Watson (3 credits)
- Summer 2021, TEAL 7322 Research in Reading, Meaghan Porritt (3 credits)
- Summer 2021, TEAL 7970 Dissertation, Nanette Watson (1 credit)
- Fall 2021, TEAL 7970 Dissertation, Nicole Parker (3 credits)
- Fall 2021, TEAL 7970 Dissertation, Nanette Watson (3 credits)
- Spring 2022, TEAL 7970 Dissertation, Nicole Parker (3 credits)
- Fall 2022, TEAL 7327 Literacy Research Apprenticeship, Megan Bagley (1 credit)
- Fall 2022, TEAL 7327 Literacy Research Apprenticeship, Catherine Summers (1 credit)
- Spring 2023, TEAL 7327 Literacy Research Apprenticeship, Megan Bagley (1 credit)
- Spring 2023, TEAL 7970 Dissertation, Nicole Parker (3 credits)
- Fall 2023, TEAL 7327 Literacy Research Apprenticeship, Whitney Bowman (1 credit)
- Fall 2023, TEAL 7970 Dissertation, Nicole Parker (3 credits)
- Spring 2024, TEAL 7326 Capstone Course, Megan Bagley (3 credit)
- Spring 2024, TEAL 7900 Independent Study, Megan Bagley (3 credit)
- Spring 2024, TEAL 7327 Literacy Research Apprenticeship, Whitney Bowman (1 credit)
- Spring 2024, TEAL 7326 Capstone Course, Whitney Bowman (3 credit)
- Spring 2024, TEAL 7900 Independent Study, Whitney Bowman (3 credit)
- Spring 2024, TEAL 7970 Dissertation, Nicole Parker (1 credits)
- Summer 2024, TEAL 7970 Dissertation, Megan Bagley (3 credits)
- Summer 2024, TEAL 7970 Dissertation, Nicole Parker (3 credits)
- Fall 2024, TEAL 7326 Capstone Course, Alycia Cole (3 credit)
- Fall 2024, TEAL 7970 Dissertation, Megan Bagley (3 credits)
- Fall 2024, TEAL 7970 Dissertation, Whitney Bowman (3 credits)
- Fall 2024, TEAL 7970 Dissertation, Nicole Parker (1 credit)

#### **Guest Presentations in University Courses**

- TEAL 6230, Evidence-based Literacy Instruction for K-6 Learners, for Ray Reutzler (2006, October)
- ELED 4030, Teaching Language Arts and Practicum Level III, for Sylvia Read (2008, January-April)
- TEAL 7360, Research in Literacy, for Parker Fawson (2008, June)

- TEAL 6230, Evidence-based Literacy Instruction for K-6 Learners, for Ray Reutzler (2008, November)
- ELED 4480, Early Childhood Education Kindergarten Through Grade 3, for Barbara DeBoer (2010, February)
- ELED 4030, Teaching Language Arts and Practicum Level III, for Jennifer Knight (2015, January-February)
- TEAL 7810, Doctoral Symposium, for Kathleen Mohr (2015, December)
- TEAL 7810, Doctoral Symposium, for Kathleen Mohr (2016, October)
- TEAL 7810, Doctoral Symposium, for Kathleen Mohr (2018, October)
- TEAL 7810, Doctoral Symposium, for Kathleen Mohr (2020, October)

**Southern Utah University, Cedar City, Utah (2008)**  
**Department of Teacher Education**

*EDRG 5340/6340 - Foundations of Literacy*

This graduate level course involves an examination of the historical and theoretical perspectives and fundamental aspects of literacy and the current research in literacy development. This course was taught on-site to Iron County School District teachers.

**Program Development**

*Literacy Clinic*

Development of the USU Literacy Clinic involves several areas of focus including: (1) development of curriculum, recruitment, and training of undergraduate literacy tutors; (2) recruitment and instruction of elementary students struggling with reading; (3) involvement of parents/guardians of elementary students; (4) coordination with teachers and personnel in school districts; (5) creation of forms and other necessary documentation; (6) organization of facilities and equipment; (7) funding for Clinic operations.

I applied for a USU Service Learning Designation for this course and the tutors which work in the Literacy Clinic. This designation was granted in Spring 2016. This designation was recently updated to a Community-Engaged Learning course.

*Ph.D. in Literacy Education & Leadership*

This program provides a doctoral program specialization in literacy. This work included development of ten courses. The program began Fall Semester 2014 and continues to this point. For example, my work in this area resulted in the addition of the course TEAL 7327, Literacy Research Apprenticeship, a 1-credit repeatable course in which doctoral students work in a mentored experience in research.

*Online Reading Endorsement Courses*

This project focused on development of online courses for teachers wishing to obtain a Reading Endorsement from the Utah State Office of Education. This work included development of seven Level I Reading Endorsement courses.

## UNIVERSITY INSTRUCTOR MENTORSHIP

### **Coordinator/Supervisor, ELED 3100 Classroom Reading Instruction, 2008-2023**

This course is delivered through face-to-face and broadcast sections. Instructors teaching this course have been contract instructors hired for the semester or doctoral students. My work as coordinator has included course alignment and improvement through creation of common course objectives, assignments, and a final exam for all sections, and individual instructor meetings to assist instructors with providing evidence-based instruction. As of Fall 2023, this totaled 77 instructors.

### **Coordinator/Supervisor, ELED 4040 Reading Assessment and Intervention, Spring 2015 to present**

To improve USU undergraduate teacher preparation, I worked to extend the undergraduate teacher training model I developed in the Literacy Clinic to the ELED 4040 course sections, which became the official model for the on-campus course in Spring 2015. Thus, I serve as coordinator/supervisor this course. Similar to ELED 3100, instructors teaching this course have been contract instructors hired for the semester or doctoral students. As of Spring 2024, this totaled 29 instructors.

## OUTREACH, STATE OF UTAH EDUCATORS

### **Coordinator/Supervisor, Emma Eccles Early Childhood Symposium**

I organize and conduct this yearly Symposium as a means of outreach to educators throughout the State to promote teacher knowledge and implementation of effective literacy instructional practices.

Summer 2016: *Teaching Young Writers in K-3 Grades*, 18<sup>th</sup> Annual EEJ Early Childhood Symposium

I arranged for Nell Duke, Ed.D, and Cynthia Purinak, CCC-SLP/Ph.D., to be presenters for this Symposium, which was held in Salt Lake City, Utah, in June 2016. Over 160 educators from the state of Utah attended; this was more than double the previous years' attendance of 65 educators.

Summer 2017: *Phonemic Awareness and Phonics in K-3 Grades*, 19<sup>th</sup> Annual Early Childhood Education Symposium.

I arranged for Jan Hasbrouck, PhD, and Wiley Blevins, PhD., to be presenters for this Symposium, which was held in Salt Lake City, Utah, in June 2017. Over 180 educators from the state of Utah attended.

Summer 2018: *Advancing Reading Fluency and Comprehension in K-3 Grades*, 20<sup>th</sup> Annual Early Childhood Education Symposium.

I arranged for Sonia Cabell, PhD, and Melanie Kuhn, PhD., to be presenters for this Symposium, which was held in Salt Lake City, Utah, in June 2018. Over 170 educators from the state of Utah attended.

Summer 2019: *Evidence-based Instruction for Children with or At-risk for Reading Difficulties in Grades K-3*, 21st Annual Early Childhood Education Symposium.

I arranged for Carolyn Denton, Ph.D., and Michael Coyne, Ph.D., to be presenters for this Symposium, which was held in Salt Lake City, Utah, in June 2019. Due to the nature of the Symposium, registration was limited to 54 educators.

Summer 2020: 22<sup>nd</sup> Annual Early Childhood Education Symposium canceled due to COVID-19 pandemic.

Summer 2021: *The Science of Reading*, 23<sup>rd</sup> Annual Early Childhood Education Symposium.

I arranged for David Kilpatrick, Ph.D. to present for this Symposium, which was held as a virtual conference in June 2021. Over 145 educators from the state of Utah attended.

Summer 2022: The Annual Early Childhood Education Symposium was not held due to my work as the School of Teacher Education and Leadership Interim Department Head.

Summer 2023: *Phonics Foundations That Work*, 24<sup>th</sup> Annual Early Childhood Education Symposium.

I arranged for Heidi Anne Mesmer, Ph.D., to present for this Symposium. I also began a new format for the symposium with virtual sessions over three days, held in June 2023. Due to the nature of the Symposium, registration was limited to 110 educators.

Summer 2024: *Applying the Science of Reading to Enhance Oral Language and Language Comprehension*, 25<sup>th</sup> Annual Early Childhood Education Symposium.

I arranged for Lynn Kuhn, M.A., CCC-SLP., to present for this Symposium. Due to the nature of the Symposium, registration was limited to 50 educators.

## UNDERGRADUATE STUDENT MENTORSHIP

### **Mentor, Undergraduate Teaching Fellow Program**

#### **(50 UTFs from 2013-2024)**

Jami Woodward, Fall 2013  
Diana Ryan Lockwood, Spring 2014  
Sara Oborn, Fall 2014  
Adam Prows, Spring 2015  
Kristy Lambert, Fall 2015  
Cassandra Baggaley, Spring 2016  
Tori Holcomb, Fall 2016  
Chantal Wahlquist, Spring 2017  
Holli Humphrey Baker, Fall 2017  
Janelle Bailey, Spring 2018  
Candace Brown, Megan Page, Shaina Trujullo, Fall 2018  
Rebecca Godfrey, Annika Jensen, Hannah Kabel, Spring 2019  
Brittney Dennis, Allie Jensen, Courtney Magill, Fall 2019  
Jerra Fowers, Erika Watt, Callie Weeks, Spring 2020  
Rebecca Moulton, Maddie Rasmussen, Hannah Richards, Abigail Van Weezep, Fall 2020  
Katelyn Childs, Jenny Le, Taylor Thompson, Spring 2021  
Tila DeMille, Natasha Hartvigsen, Dani Thurman, Fall 2021  
Kaia Dey, Talynna Lewis, Olivia Nellis, Spring 2022  
Jada Brown, Emma Gardiner, Megan Isbell, Fall 2022  
Lindsey Hatch, Kylie Ovard, Kennedy Semandeni, Spring 2023  
Eve Creyts, Maggie Hislop, Lacey Lemon, Fall 2023  
Liv Arnold, Marissa Browning, Kenadee Wight Spring, 2024  
Rylie Cunningham, Taysha Romney, Jayne Walinchus, Fall 2024

### **Mentor, USU Honors Program**

John Maynes, Spring 2015

### **USU Undergraduate Senior Thesis, Independent Study**

Adriane Olsen, Spring and Summer 2013  
Jamie Naulu, Spring 2019

### **Supervisor, Student Service Learning/Community-Engaged Learning, Undergraduate Students Enrolled as Literacy Clinic Tutors**

#### **(955 undergraduate students from 2013-2024)**

Fall 2013	5 undergraduate students, supervision for 15 weeks
Spring 2014	8 undergraduate students, supervision for 15 weeks
Fall 2014	11 undergraduate students, supervision for 15 weeks
Spring 2015	13 undergraduate students, supervision for 15 weeks
Fall 2015	18 undergraduate students, supervision for 15 weeks
Spring 2016	20 undergraduate students, supervision for 15 weeks
Fall 2016	21 undergraduate students, supervision for 15 weeks

Spring 2017	31 undergraduate students, supervision for 15 weeks
Fall 2017	50 undergraduate students, supervision for 15 weeks
Spring 2018	52 undergraduate students, supervision for 15 weeks
Fall 2018	70 undergraduate students, supervision for 15 weeks
Spring 2019	65 undergraduate students, supervision for 15 weeks
Fall 2019	24 undergraduate students, supervision for 15 weeks
Spring 2020	51 undergraduate students, supervision for 15 weeks
Fall 2020	63 undergraduate students, supervision for 15 weeks
Spring 2021	60 undergraduate students, supervision for 15 weeks
Fall 2021	69 undergraduate students, supervision for 15 weeks
Spring 2022	62 undergraduate students, supervision for 15 weeks
Fall 2022	70 undergraduate students, supervision for 15 weeks
Spring 2023	72 undergraduate students, supervision for 15 weeks
Fall 2023	56 undergraduate students, supervision for 15 weeks
Spring 2024	64 undergraduate students, supervision for 15 weeks
Fall 2024	44 undergraduate students, supervision for 15 weeks

### **Supervisor, Undergraduate Students Hired to Work as Literacy Clinic Tutors**

#### **(96 hired students from 2014-2024)**

Spring 2014	1 undergraduate student, supervision for 15 weeks
Summer, 2014	2 undergraduate students, supervision for 20 weeks
Fall 2014	6 undergraduate students, supervision for 15 weeks
Spring 2015	3 undergraduate students, supervision for 15 weeks
Summer 2015	3 undergraduate students, supervision for 20 weeks
Fall 2015	8 undergraduate students, supervision for 15 weeks
Spring 2016	5 undergraduate students, supervision for 15 weeks
Summer 2016	5 undergraduate students, supervision for 20 weeks
Fall 2016	1 undergraduate students, supervision for 15 weeks
Spring 2017	2 undergraduate students, supervision for 15 weeks
Summer 2017	4 undergraduate students, supervision for 20 weeks
Fall 2017	1 undergraduate student, supervision for 15 weeks
Spring 2018	2 undergraduate students, supervision for 15 weeks
Summer 2018	6 undergraduate students, supervision for 20 weeks
Spring 2019	2 undergraduate students, supervision for 15 weeks
Summer 2019	4 undergraduate students, supervision for 20 weeks
Fall 2019	25 undergraduate students, supervision for 15 weeks
Spring 2020	1 undergraduate student, supervision for 15 weeks
Summer 2020	1 undergraduate student, supervision for 20 weeks
Fall 2020	1 undergraduate students, supervision for 15 weeks
Fall 2021	1 undergraduate student, supervision for 15 weeks
Spring 2023	1 undergraduate student, supervision for 15 weeks
Summer 2023	1 undergraduate student, supervision for 20 weeks
Fall 2023	2 undergraduate student, supervision for 15 weeks
Spring 2024	1 undergraduate student, supervision for 15 weeks
Fall 2024	7 undergraduate student, supervision for 15 weeks

## INDEPENDENT GRADUATE STUDENT MENTORSHIP

Spring 2012: Katie Squires (PhD student, COMDDE), worked weekly with student to provide mentorship about how to design, conduct, and evaluate a graduate course in literacy.

Spring 2016: Lisa Brown (PhD student, TEAL), worked weekly with student to provide mentorship about how to design, conduct, and evaluate an undergraduate course in literacy.

Fall 2016: Sally Brown (PhD student, TEAL), worked weekly with student to provide mentorship about literacy assessment and remediation for elementary students.

Fall 2016 - Spring 2017: Terry Kohlmeir (PhD student, TEAL), worked weekly with student to provide mentorship in research design and analysis as she completed a research assistantship.

Fall 2017 - Spring 2018: Sally Brown (PhD student, TEAL), worked weekly with student to provide mentorship as she completed a voluntary teaching assistantship.

Fall 2018: Georgia Bunnell (PhD student, TEAL), worked weekly with student to provide mentorship about literacy assessment and instruction for elementary students.

Fall 2018 - Spring 2021: Nanette Watson (PhD student, TEAL), worked weekly with student to provide mentorship to provide mentorship as she completed a graduate student teaching assistantship.

Fall 2019 - Spring 2022: Georgia Bunnell (PhD student, TEAL), worked weekly with student to provide mentorship to provide mentorship as she completed a graduate student teaching assistantship.

Fall 2019 - Spring 2022: Kara DeCoursey (PhD student, TEAL), worked weekly with student to provide mentorship to provide mentorship as she completed a graduate student teaching assistantship.

Fall 2022 - Spring 2023: Catherine Summers (PhD student, TEAL), worked weekly with student to provide mentorship to provide mentorship as she completed a graduate student teaching assistantship.

Fall 2021 - Spring 2025: Megan Bagley (PhD student, TEAL), worked weekly with student to provide mentorship to provide mentorship as she completed a graduate student teaching assistantship.

Fall 2022 - Spring 2025: Whitney Bowman (PhD student, TEAL), worked weekly with student to provide mentorship to provide mentorship as she completed a graduate student teaching assistantship.

## GRADUATE STUDENT RESEARCH SUPERVISION

### Research Completed

#### Chair/Major Professor - 12 students completed

##### *PhD/EdD*

Nanette Watson (PhD, Education, December 2021). *Analyzing Student Writing: A Multiple Case Study Exploring Kindergarten Teacher Knowledge of Early Writing Development*. Doctoral Dissertation, Utah State University.

Neil Carpenter (PhD, Education, December 2020). *Digital Scripture: An Investigation of the Design and Use of a Mobile Application for Reading Sacred Text*. Doctoral Dissertation, Utah State University.

Christina Hartman (PhD, Education, May 2018). *Facilitators of Diné (Navajo) Student Access, Enrollment, and Persistence in Postsecondary Education: An Ecological Systems Perspective*. Doctoral Dissertation, Utah State University.

Lisa T. Brown (PhD, Education, December 2017). *Content Analysis of Affordances for Social and Emotional Competency Development in Third-Grade Core Reading Programs*. Doctoral Dissertation, Utah State University.

David B. Lee (PhD, Education, May 2017). *Incidental Vocabulary Acquisition in Middle School: An Examination of Instructional Conditions*. Doctoral Dissertation, Utah State University.

Christy Bloomquist (PhD, Education, December 2016). *An Examination of the Relationship of Oral Reading Fluency, Silent Reading Fluency, Reading Comprehension, and the Colorado State Reading Assessment*. Doctoral Dissertation, Utah State University.

Danell Mieure (PhD, Education, May 2014). *An Exploratory Study of Purposeful and Strategic Communicative Techniques to Teach Vocabulary from Core Reading Programs to English Learners*. Doctoral Dissertation, Utah State University.

\*\*Received the Association of Literacy Educators and Researchers Dissertation of the Year Award, 2014.

Mark Potter (EdD, May 2011). *Using Graphic Organizers with Scriptural Text: Ninth-Grade Latter-Day Saint (LDS) Students' Comprehension of Doctrinal Readings and Concepts*. Doctoral Dissertation, Utah State University.

### ***Educational Specialist Degree***

Janet Breitenzen (EDS, December 2020). Utah State University

Tamara Kumar (EDS, January 2019). Utah State University.

Julie Holt (EDS, May 2014). Utah State University.

### ***Master's Degree***

Brooke Henriksen (MEd, May 2011). *Guided Reading and Needs-Based Instruction: A Comparison Study*. Master's Project, Utah State University.

## **Graduate Student Committee Member - 35 students completed**

### ***PhD/EdD***

Georgia Bunnell (PhD, Education, 2022; Chair August 2018-2020, Committee Member 2020-2022). *A Content Analysis of Graphical Literacy Skills Instruction in Fifth Grade Core Reading Programs*. Doctoral Dissertation, Utah State University.

Guoqin Ding (PhD, Education, 2022). *Syntactic Complexity in Reading Comprehension: An Eye-Tracking Study of Text Processing Among Bilinguals and Monolinguals*. Doctoral Dissertation, Utah State University.

Jake Downs (PhD, Education, 2021). *A Multilevel Meta-Analysis of Paired Oral Reading Methods in Elementary Classrooms*. Doctoral Dissertation, Utah State University.

Michelle Flory (PhD, Education, 2021). *Investigating Recommended Language Instruction of Complex Literary Texts: A Content Analysis of Close Reading Lesson Plans for Elementary Grades*. Doctoral Dissertation, Utah State University.

Sarai Holbrok (PhD, Disability Disciplines, 2020). *Validation of a Brief Prosody Rating Scale for Children with Autism Spectrum Disorder*. Doctoral Dissertation, Utah State University.

- K. Lea Priestly (PhD, Education, 2020). *Exploring the Influence of Peer-Assisted Learning Strategies (PALS) in Increasing Reading Comprehension of Grade-Level Biology Text and Biology Self-Efficacy in Tenth Grade Students with Learning Disabilities: A Formative Experiment*. Doctoral Dissertation, Utah State University.
- Garett Rose (PhD, Education, 2020). *An Exploration of How Past, Present, and Anticipated Future Identities Shape the Reading Identities and Practices of Reluctant Male Readers in a Rural Setting*. Doctoral Dissertation, Utah State University.
- Sally Brown (PhD, Education, 2018). *The Effects of Explicit Main Idea and Summarization Instruction on Reading Comprehension of Expository Text for Alternative High School Students*. Doctoral Dissertation, Utah State University.
- Noelle Converse (PhD, Education, 2018). *The Use of Explicit Comprehension Strategies During Oral Instruction of Informational Text Structures and the Effect on First-Graders' Listening Comprehension*. Doctoral Dissertation, Utah State University.
- Terry Kohlmeier (PhD, Education, 2018). *Instructional Support for Vocabulary Acquisition Among Young Dual Language Learners*. Doctoral Dissertation, Utah State University.
- Alayne Leavitt (PhD, Education, 2018). *Exploring the Influence of Digital Writing on Primary Students' Revisions of Informational Text: A Formative Experiment*. Doctoral Dissertation, Utah State University.
- Joe Anson (PhD, Education, 2017). *Writing Attitudes and Practices of Content Area Reading Teachers After Participating in the Central Utah Writing Project Summer Institute*. Doctoral Dissertation, Utah State University.
- Frances Gibson (PhD, Disability Disciplines, 2017). *A Dynamic Measure of Morphological Awareness in Young Children*. Doctoral Dissertation, Utah State University.
- John Neal (PhD, Education, 2017). *Examining the Read-to-Write Strategy and Its Effects on Second Grader's Writing of Sequential Text*. Doctoral Dissertation, Utah State University.
- Shannon Harris (PhD, Disability Disciplines, 2017). *Teacher Questions in the Classroom: The Effects of Using a Low-to-High Level Questioning Sequence on the Text-Based Reading Comprehension Outcomes of Low-Performing Students*. Utah State University

Casey Olson (PhD, Education, 2013). *The Evolution of History: Changing Narratives of the Mountain Meadows Massacre in Utah's Public School Curricula*. Doctoral Dissertation, Utah State University.

Angela Child (PhD, Education, 2012). *Explicit Instruction Elements in Core Reading Programs*. Doctoral Dissertation, Utah State University.

Greg Lewis (PhD, Education, 2012). *Repeated Reading: Testing Alternative Models for Efficient Implementation*. Doctoral Dissertation, Utah State University.

Pamela Crawford (PhD, Education, 2011). *A Study of Secondary District Level Reading Coaches: How might their domain-specific perspectives influence their beliefs and practice about how to teach reading*. Doctoral Dissertation, Utah State University.

Becky Donaldson (PhD, Education, 2011). *What Classroom Observations Reveal About Primary Grade Reading Comprehension Instruction Within High Poverty Schools Participating in the Federal Reading First Initiative*. Doctoral Dissertation, Utah State University.

Brady Donaldson (PhD, Education, 2011). *Fluency Instruction in Contemporary Core Reading Programs*. Doctoral Dissertation, Utah State University.

Jean McPherron (PhD, Education, 2010). *Adolescents Describe their Experience with Writing within a Language Arts Classroom*. Doctoral Dissertation, Utah State University.

Lori Brandt (PhD, Education, 2009). *Establishing the Reliability and Validity of the Core Phonics Survey*. Doctoral Dissertation, Utah State University.

### ***Educational Specialist Degree***

Alicia Martin (EDS, May 2016). Utah State University.

Piper Riddle (EDS, May 2017). Utah State University.

### ***Master's Degree, Thesis or Project***

Tiegan Beck (MS, Speech-Language Pathology, 2018). *Holistic Assessment of Narrative Discourse: A Progress Monitoring Tool* Master's Thesis, Utah State University.

Sierra Southwick (MS, Speech-Language Pathology, 2018). *Grammatical Accuracy of Narratives Produced by Typically Developing Children Ages 4-7 in Three Story Contexts*. Master's Thesis, Utah State University.

Megan Israelsen (MS, Speech-Language Pathology, 2018). *The relationship between narrative proficiency and syntactic complexity of spontaneously generated stories elicited from children with Autism Spectrum Disorder (ASD)*. Master's Thesis, Utah State University.

Pamela Reutzler (MS, Elementary Education, 2015). *An Investigatory Study of Relationships Among Selected Theoretical Components of Letter-Writing Fluency*. Master's Thesis, Utah State University.

Rebekah Wada (MS, Speech-Language Pathology, 2015). *Clinician Recasts and Production of Complex Syntax by Children With and Without Specific Language Impairment*. Utah State University.

Brynne Evans (MS, Speech-Language Pathology, 2014). *Does Teaching Narrative Structure to Children with Language Impairments Improve Comprehension of Expository Text?* Master's Thesis, Utah State University.

Kris Miller (MEd, 2012). *Scaffolding Improvement in Writing Instruction An Action Research Project*. Master's Project, Utah State University.

Brenda Blackburn (MEd, 2009). *Connecting Writing to Reading: A Collaboration Project for Backman Elementary School*. Master's Project, Utah State University.

Lisa Larkin (MEd, 2009). *Educational Strategies for Teaching Gifted Students in the Regular Classroom*. Master's Project, Utah State University.

Natalie Merrill (MEd, 2009). *Teaching Conversation*. Master's Project, Utah State University.

**Graduate Student Advisor Master's Degree, Plan C (Coursework) - 26 students completed**

Meaghan Brown Porritt, M.Ed., Summer 2021

Sarah Goodsell, M.Ed., Spring 2020

Valerie Beck, M.Ed., Spring 2020

Catherine Summers, M.Ed., Spring 2020

Kira Wallace, M.Ed., Spring 2020

Samantha Strong, M.Ed., Fall 2019

Jennifer Anderson, M.Ed., Summer 2019

Shantel Boeckman, M.Ed., Summer 2019

Natalie Dussol, M.Ed., Summer 2019

Kyleigh Hunsaker, M.Ed., Summer 2019  
 Kristi Jacobsen, M.Ed., Summer 2019  
 Claire Maciejewski, M.Ed., Summer 2019  
 Stephen Nelson, M.Ed., Summer 2019  
 Amanda Walker, Ed., Summer 2019  
 Harmony Kryger, M.Ed., Spring 2019  
 Jessica Ard, M.Ed., Fall 2018  
 Bailey Gittins, M.Ed., Fall 2018  
 Tina Rusk, M.Ed., Fall 2018  
 Janet Hansen, M.Ed., Summer 2018  
 Laura Smith, M.Ed., Summer 2018  
 Summer Lyday, M.Ed., Spring 2018  
 Krisha Obray, M.Ed., Spring 2018  
 Georgia Bunnell, M.Ed., Fall 2017  
 Janet Homer, M.Ed., Fall 2017  
 Susan Johnsen, M.Ed., Fall 2017  
 Kimberly Miller, M.Ed., Fall 2017  
 Sari Sparks, M.Ed., Fall 2017

***Master's Degree, Plan C (Coursework), Advising*** – 15 in progress through August 2020 when advising responsibilities ceased due to Interim Department Head appointment.

Cristin Bosgieter	Katrina Hatch	Crystal Oldaker
Meaghan Brown	Kimberly Hopkin	Lindsey Pike
Sara Coleman	Bethany King	Amanda Salgado
Sarah Fackerell	Olivia Kirkham	TaLonnice Sullivan
Kayse Fernandes	Tiffany Liddell	Lonee Tapia

## **Graduate Student Research in Progress**

### **Chair/Major Professor - 6 in progress**

#### ***PhD/EdD***

Megan Bagley (August 2021-present). Utah State University  
 Kristin Bjorn (August 2023-present). Utah State University  
 Whitney Bowman (August 2022-present). Utah State University  
 Alycia Cole (October 2024-present). Utah State University  
 Nicole Parker (August 2018-present). Utah State University  
 Catherine Summers (August 2022-present). Utah State University

## LEADERSHIP & PROFESSIONAL SERVICE

### National

#### *Executive Boards*

President (2019-2022)	President for the Association of Literacy Educators Clinical Division Board of Directors.
President-elect (2017-2019)	Elected as vice president for the Association of Literacy Educators Clinical Division Board of Directors.
Secretary (2015-2017)	Elected as secretary for the Association of Literacy Educators Clinical Division Board of Directors.

#### *Review Boards*

Editorial Review Board (2017-present)	<i>Early Childhood Education Journal</i>
Editorial Reviewer (2010-present)	<i>Early Childhood Research Quarterly</i>
Editorial Review Board (2018-present)	<i>Journal of Early Childhood Literacy</i>
Consulting Editor (2013-present)	<i>Journal of Educational Research</i>
Editorial Review Board (2008-present)	<i>Literacy Research and Instruction</i>
Editorial Review Board (2009-2020)	<i>Journal of Literacy Research</i>
Editorial Reviewer (2015-2022)	<i>International Journal of Early Years Education</i>
Editorial Review Board (2009-2015)	<i>The Reading Teacher</i>
Guest Editorial Reviewer (2015-2020)	<i>Cognition and Instruction</i>
Guest Editorial Reviewer (2013-2016)	<i>Education and Treatment of Children</i>

Guest Editorial Reviewer (2017-2022)	<i>Lingua</i>
Guest Editorial Reviewer (2018-2022)	<i>Nordic Journal of Literacy Research</i>
Guest Editorial Reviewer (2013-2021)	<i>Reading and Writing Quarterly</i>
Board of Reviewers (2009-present)	<i>ALER Yearbook</i>
Ad hoc Reviewer (2008-2009)	<i>The Reading Teacher</i>
<b><i>Committees</i></b>	
Program Committee (2021, 2024)	Northern Rocky Mountain Educational Research Association Conference
Program Committee (2007, 2009-2024)	Association of Literacy Educators and Researchers Conference
Research Award Committee (2010-2021)	ALER Outstanding Research Awards
Grants Subcommittee (2009-2019)	International Reading Association Studies and Research
Field Council (2012-2016)	Literacy Research Association
Proposal Review Committee (2009)	NRC Annual Meeting
Proposal Review Committee (2007, 2008, 2009)	International Reading Association Conference
Proposal Review Committee (2008)	International Reading Association World Congress on Reading

## **State Service**

### ***Review Boards***

Editorial Review Board  
(2009-2020) *Utah Council of International Literacy Association  
Journal*

### ***Committees***

Selection Committee  
(2021) Utah State Board of Education, Science of Reading RFP  
Selection Committee for Preservice Teacher  
Reading Assessment

Endorsement Committee  
(2014-present) Utah State Board of Education, Reading Endorsement  
Course Reviews and Syllabi Updates

EPPC Committee  
(2019-2020) Educator Preparation Program Competencies  
Development of Teacher Preparation Standards

Assessment Committee  
(2016-2017) Utah State Board of Education, Kindergarten Readiness  
Assessments

PEEP Committee  
(2017) Utah State Board of Education, Pre-Kindergarten  
Assessment Development

ESSA Committee  
(2016) Utah State Board of Education, Early Childhood ESSA

Task Force  
(2015) Utah State Office of Education, IDA Grant Selection

Advisory Council  
(2014-2017) Utah State Office of Education, Utah Multi-Tiered  
System of Supports (UMTSS) State Implementation  
Team

Steering Committee  
(2012-2013) Utah State Office of Education, Language Arts Writing  
in the Utah Common Core State Standards

## **Institutional Service, Utah State University, College of Education and Human Services**

Chair  
(2024) TEAL Literacy Assistant Professor, Adolescent ELA,  
Search Committee

Member  
(2024) TEAL Literacy Assistant Professor, Elementary  
Education, Search Committee

Member (2023-2024)	TEAL Literacy Assistant Professor, Adolescent ELA, Search Committee
Member (2022-2023)	TEAL Literacy Assistant Professor, Science of Reading, Search Committee
Chair (2023)	Literacy Clinic Observation Assistant Position Search
Chair (2023)	Literacy Clinic Instructional Assistant Search
Preparer/Writer (2023)	TEAL Report for <i>NCTQ Teacher Prep Review: Strengthening Elementary Reading Instruction</i>
Member (2021)	USU Post-COVID Working Group
Chair (2020-2022)	Edith Bowen Laboratory School Governing Board
Member (2020-2022)	CEHS Administrative Council
Member (2020-2022)	Council on Teacher Education
Chair (2020)	TEAL Administrative Assistant Search Committee
Coordinator (2017-2020)	TEAL Faculty Literacy Education and Leadership Concentration
Coordinator (2017-2020)	TEAL Literacy Education Master's Program
Coordinator (2017-2020)	TEAL Reading Endorsement Program
Member (2017-2019)	TEAL Literacy Assistant Professor Search Committee
Member (2016)	CEHS Endowed Early Childhood Professor Search Committee

Member (2016)	TEAL English Language Learner Assistant Professor Search Committee
Member (2015-2016)	CEHS OMDS Director Search Committee
Member (2014-2020)	TEAL Graduate Program Advisory Council to consider policy issues and offer recommendations
Member (2012-2016)	Committee to design online courses for a professional development Reading Endorsement Program
Member (2012)	TEAL Committee regarding the MEd at USU
Member (2011-2015)	Committee to design and implement a Literacy Specialization for the Curriculum & Instruction PhD degree at USU
Member (2010-2011)	TEAL Literacy Assistant Professor Position Elementary Level Search Committee
Member (2009-2010)	CEHS Beverly Taylor Sorenson Endowed Chair of Arts Education Search Committee
Member (2009-2010)	TEAL Literacy Position Secondary Level, Search Committee
Member (2009)	TEAL Research and Evaluation Doctoral Program Planning Committee
Member (2008-2009)	TEAL Literacy Position Elementary and Secondary Level, Search Committee
Member (2007-2008)	Interdepartmental Doctoral Advisory Committee
Member (2007-2008)	Program Committee, Annual Emma Eccles Jones Early Childhood Symposium
Interviewer (2006-2016)	TEAL Group Assessment for students entering the Elementary Education program

## **Institutional Service, Utah State University, College of Education and Human Services, Promotion & Tenure Process**

As per USU Policy, this service opportunity became available at the conclusion of Interim Department Head service

- Promotion & Tenure Chair
  - Promotion & Tenure Review for Jake Downs (2023-present)
  - Promotion & Tenure Review for Laura Harvey (2022-present)
  - Promotion & Tenure Review for Colby Tofel-Grehl (2023-2024)
  
- Promotion & Tenure Committee Memberships
  - Promotion & Tenure Review for Marilyn Cuch (2023-present)
  - Promotion & Tenure Review for Jody Clarke-Midura (2023-present)
  - Promotion & Tenure Review for Ryan Knowles (2023-present)
  - Promotion & Tenure Review for Alyson Lavigne (2024-present)
  - Promotion & Tenure Review for Emma Mecham (2022-present)
  - Promotion & Tenure Review for Nicole Pyle (2024-present)
  - Promotion & Tenure Review for Aurora Villa (2023-present)
  - Promotion & Tenure Review for Willa van Dijk (2024-present)
  - Promotion & Tenure Review for Becky Williams (2023-present)

As per USU Policy, service ended upon appointment of Interim Department Head

- Promotion & Tenure Chair
  - Promotion & Tenure Review for Max Longhurst (2018-2020)
  - Promotion & Tenure Review for Amanda Taggart (2018-2020)
  - Promotion & Tenure Review for Jessica Shumway (2016-2020)
  - Promotion & Tenure Review for Nicole Pyle (granted tenure, 2017)
  - Promotion & Tenure Review for Beth MacDonald (2015 due to a faculty member sabbatical)
  
- Promotion & Tenure Committee Memberships
  - Promotion & Tenure Review for Diana Moss (2018-2020)
  - Promotion & Tenure Review for Karen Hager-Martinez (2016-2020)
  - Promotion & Tenure Review for Beth MacDonald (2014, 2016-2020; granted tenure 2020)
  - Promotion & Tenure Review for Marla Robertson (2016-2020)
  - Promotion & Tenure Review for Jennifer Knight (2014-2016)
  - Promotion & Tenure Review for Max Longhurst (2015-2018)
  - Promotion Review for Laura Foley (2011-2015)
  
- Peer Observations for Teaching of Colleagues
  - Beth MacDonald, Fall 2015, Spring 2015
  - Karen Hager-Martinez, Spring 2017, Fall 2017
  - Kathleen Mohr, Spring 2015
  - Becky Williams, Spring 2024
  - Jacob Downs, Fall 2024

## PROFESSIONAL ASSOCIATIONS/LEADERSHIP ROLES

### Association of Literacy Educators and Researchers (ALER)

- Publication Editorial Review Board Member (2008-present)
- Yearbook Board of Reviewers (2009-2018)
- Research Award Committee (2010-2021)
- Program Committee (2007, 2009, 2010, 2011, 2015-present)
- Clinical Division Board of Directors, Secretary (2015-2017)
- Clinical Division Board of Directors, President-elect (2017-2019)
- Clinical Division Board of Directors, President (2019-2022)

### International Reading Association (IRA)

- Publication Editorial Review Board Member (2009-present)
- Grant Awards Committee (2009-2019)
- Conference Review Committee (2007-2009)
- International Conference Review Committee (2008)
- State Editorial Board (2009-2018)

### Literacy Research Association (LRA)

- Publication Editorial Review Board Member (2009-2016)
- Western States Field Council Representative (2012-2016)
- Conference Review Committee (2009)

### Northern Rocky Mountain Educational Research Association Conference

- Conference Proposal Review Committee (2021, 2024-present)

### Utah Council of International Reading Association (UCIRA)

- Publication Editorial Review Board Member (2009-2020)

### American Educational Research Association (AERA)

### National Council of Teachers of English (NCTE)

### Organization of Teacher Educators in Reading (OTER)