

Kathleen A. J. Mohr, Ed. D.

**Professor
School of Teacher Education and Leadership
Utah State University**

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AREAS OF EXPERTISE

**Research-recommended Practices for Accelerated Language and Literacy Development
Classroom Discourse Related to Effective Practices
English Language Learners in Mainstream Classrooms
Instruction and Assessment for English Language Learners
Comprehension as a Cognitive Process
Beginning and Struggling Readers**

PROFESSIONAL EXPERIENCE

- 2018 Professor, School of Teacher Education and Leadership
Emma Eccles Jones College of Education and Human Services,
Utah State University. Logan, UT
- 2012- Associate Professor, School of Teacher Education and Leadership
Emma Eccles Jones College of Education and Human Services,
Utah State University. Logan, UT
- 2006-2012 Associate Professor, Department of Teacher Education and Administration
The College of Education, University of North Texas, Denton, TX
- 2000-2006 Assistant Professor, Department of Teacher Education and Administration
Director of Reading Services, Child and Family Resource Clinic
Senior Research Associate, Center for the Study of Educational Reform
The College of Education, University of North Texas, Denton, TX
- 1997-2000 Assistant Professor, Department of Elementary and Early Childhood Education
Bagwell College of Education, Kennesaw State University, Kennesaw, GA
- 1994-1997 Teacher, Elementary ESL/Language Arts, Grades K-5

Valley View Elementary School/South Ward Elementary School
Longview Independent School District, Longview, TX

- 1993-1994 Editorial Assistant
College Reading Association Yearbook
Texas A & M University-Commerce, Commerce, TX
- 1993-1994 Graduate Assistant in Research, Department of Elementary Education
Texas A & M University--Commerce, Commerce, TX
- 1992-1994 Teaching Fellow, Department of Elementary Education
Texas A & M University--Commerce, Commerce, TX
Courses: RDG 350 Reading & Language Arts in Elementary School
RDG 415 Comprehension of Expository Text in the
Secondary Classroom
ELED 404 Teaching Techniques in Elementary School
ELED 403 Teaching Social Studies in Elementary School
- 1991-1994 Adjunct Instructor, English and Education Departments,
Ambassador University, Big Sandy, TX
Courses: ENGL 105/6 abc English as a Second Language
EDUC 460 Teaching English to Speakers of Other Languages
- 1986-1990 Adjunct Instructor Ambassador College, Pasadena, CA
Course: EDUC 360 Language Arts in the Elementary Classroom
- 1982-1990 Teacher, Grades 1 and 3
Imperial Schools, Pasadena, CA
- 1980-1982 Bilingual Teacher, Grade 1 (English/Spanish)
Allendale Primary School, Pasadena, CA
- 1980 Bilingual Teacher, Kindergarten, (English/Spanish)
Webster Primary School, Pasadena, CA

EDUCATION

Graduate

Additional Coursework:

- 1996-1997 Mid-management Educational Administration (36 units)
Eligible for Texas Curriculum Coordinator Certification
Stephen F. Austin State University
- 1992-1996 Ed. D. in Supervision, Curriculum, and Instruction
Texas A & M University--Commerce, TX
Dissertation Title: Teacher Talk: An Analysis of Salient Features in the
Classroom Discourse of Effective Teachers During

Primary Literacy Lessons

Dissertation Advisor: Dr. Wayne M. Linek

Winner, 1996 Texas State Reading Association Research Award

- 1989-1991 M. Ed. in Elementary Education
Indiana University of Pennsylvania, Indiana, PA
Thesis Title: The Categorization of Conflict and Related Problem-Solving
Perspectives in Newbery Award Books, 1965-1990
Thesis Advisor: Dr. Mary Renck Jalongo
- 1981-1982 ESL/TESOL Graduate Certificate (36 units)
California State University, Los Angeles, CA

Undergraduate

Degrees:

- 1978-1980 B.A. in Human Development/Elementary Education
Pacific Oaks College, Pasadena, CA

Coursework:

- 1979-1982 Spanish I, II, III
Pasadena City College, Pasadena, CA

- 1975-1978 Psychology Major, Biology Minor, 103 units
Ambassador College, Pasadena, CA

SCHOLARSHIP

Publications

Refereed Articles (Published)

*Denotes student co-author

Ding, G., **Mohr, K. A. J.**, Orellana, C. I., Hancock, A. S., Juth, S., Wada, R., & Gillam, R. B. (2021). Use of Functional Near Infrared Spectroscopy to Assess Syntactic Processing by Monolingual and Bilingual Adults and Children. *Frontiers in Human Neuroscience*, 15, 8-23.

Mohr, K. A. J. (2021). Eyes on the page: Consuming the word. *Compass Check*. Spring, 9-14

Mohr, K. A. J., Downs, J. D.* & Mohr, E. S. (2020). Mindful reading: Eye-tracking evidence for goal-directed instruction. *Journal of Adolescent and Adult Literacy*. 64(3), 301-310. [https://doi: 10.1002/jaal.1099](https://doi.org/10.1002/jaal.1099)

Downs, J. D.* , **Mohr, K. A. J.**, & Barrett, T. S. (2020). Determining the academic and affective outcomes of dyad reading among third graders. *The Journal of Educational Research*, 113(2), 120-132. DOI: [10.1080/00220671.2020.1755615](https://doi.org/10.1080/00220671.2020.1755615)

- Young, C., **Mohr, K. A. J.**, & Landreth, S. (2020). Improving boys' reading comprehension with readers theatre. *The Journal of Research in Reading*. doi.org/10.1111/1467-9817.12307
- Reutzel, P.*, **Mohr, K. A.**, & Jones, C. D. (2019). Exploring the relationship between letter recognition and handwriting in early literacy development. *Journal of Early Childhood Literacy*, 19(3). 349-374.
- Mohr, E. S. & **Mohr, K. A. J.** (2018). The ABCs of the XYZs: Adding a critical dimension to contemporary teacher education. *Journal of Education and Training*. 5(2). 182-189. DOI:10.5296/jet.v5i2.13500
- Brown, L. T.*, **Mohr, K. A. J.**, Wilcox, B. & Barrett. T. S.* (2018). The effects of dyad reading and text difficulty on third-graders' reading achievement. *Journal of Educational Research*, 111(5), 541-553.
- Young, C. & **Mohr, K. A. J.** (2018). Exploring factors that influence quality literature circles. *Literacy Research and Instruction*, 57(1), 44-58.
- Mohr, K. A. J.**, Juth, S.* , Kohlmeier, T.* , & Schreiber, K.* (2018). The developing bilingual brain: What parents and teachers should know and do. *Early Childhood Education Journal*, 46 (1), 11–20.
- Mohr, K. A. J.** Ding, G.* , Strong, A.* , Branum, L.* , Watson, N.* , Priestley, K.* , Juth, S.* , Carpenter, N.* , & Lundstrom, K. (2017). Reading the past to inform the future: 25 years of *The Reading Teacher*. *The Reading Teacher*, 71(3), 251-264.
- Mohr, K. A. J.** (2017). Using modeled writing to support English-only and English learner second graders. *Journal of Educational Research*, 110(6), 619-633.
- Young, C., Rasinski, T., & **Mohr, K. A. J.** (2016). Enhancing students' reading fluency with Read 2 Impress. *The Reading Teacher* 69(6), 633-636.
- Young, C., & **Mohr, K. A. J.**, & Rasinski, T. (2015). Reading Together: A successful reading fluency intervention. *Literacy Research and Instruction*, 54, 67-81. Published online November 7, 2014, DOI:10.1080/19388071.2014.976678.
- Mohr, K. A. J.** (2013). Perceptions of writing among second graders in an exemplary school: Gender and language issues. *ALER Yearbook: Literacy is Transformative*, 35, 297-313.
- Mohr, K. A. J.**, Lane, F., & Sarker, A.* (2010). Paths to culturally responsive instruction: Pre-service teachers' readiness beliefs. *National Reading Conference Yearbook*, 59, 304-314.
- Mohr, K. A. J.**, Robles-Goodwin, P. J., & Wilhelm, R. W. (2009). A study of optimism

among Latinos in a successful urban elementary school. *Tapestry Journal* 1(1). 1-14.

Mohr, K. A. J. & Mohr, E. S. (2007). Engaging English language learners in classroom interactions using the Response Protocol. *The Reading Teacher*, 60, 440-450.

Mohr, K. A. J. (2006). Children's choices for recreational reading: A three-part investigation of selection preferences, rationales, and processes. *Journal of Literacy Research*, 81-104.

Mohr, K. A. J. (2004). English as an accelerated language: A call to action for reading teachers, *The Reading Teacher*, 58, 18-26.

Mohr, K. A. J. (2003). Children's choices; A comparison of book preferences between Hispanic and non-Hispanic first graders. *Reading Psychology* 24(2), 163-176.

Mohr, K. A. J. (2003). "I want this book!": First graders' preferences for expository text. *The College Reading Association Yearbook*, 25 12-27.

Mohr, K. A. J., Wickstrom, C., Bernshausen, D., Patterson, L., & Mathis, J. (2003, October 20). Sharing the challenge: Using threaded discussion groups to build teacher resiliency. *International Electronic Journal for Leadership in Learning* 7(11), 1-13, retrieved December 5, 2003 from <http://www.calgary.ca/~iejll/volume7/mohr.htm>.

Mohr, K. A. J., Hess, W. G., Xheng, B., & Morrow, R.* (2003). Feeling prepared: Preservice and inservice teachers' perceptions of readiness to teach language arts. *Teacher Education and Practice*, 16(1), 32-46.

Mohr, K. A. J. (2002). Planning for productive college-level work: Using the Course Assignment Framework. *The Community College Journal of Research and Practice*, 26(6), 469-477.

Mohr, K. A. J. (2001). How can you "lose" a river?: BIQs and children's literature. *Social Studies and the Young Learner*, 14(2), P2-4.

Mohr, K. A. J. (1999). Sticker Stories: Motivating ESL students to write. *The TESOL Journal*, 8(2), 33-34.

Linek, W. M., Nelson, O. G., Sampson, M. B., Zeek, C. K., **Mohr, K. A. J.,** & Hughes, L. (1999). Developing beliefs about literacy instruction: A cross-case analysis of preservice teachers in traditional and field-based settings. *Reading Research and Instruction*, 38(4), 371-386.

Mohr, K. A. J. (1999). The literacy crisis: Contributing to the problem or the solution? *Balanced Reading Instruction Journal* 6(1), 54-60.

- Allen, M. B., & **Mohr, K. A. J.** (1999). "Please write me back!: Effects of a first grade writing project on written communication skills. *Illinois Reading Council Journal*, 27(2), 8-13.
- Mohr, K. A. J.**, & Morrow, R.* (1998). IQI: A strategy for facilitating reading and discussion in the university classroom. *Reaching Through Teaching*, 12(1), 6-7.
- Mohr, K. A. J.** (1998). Teacher talk: A summary analysis of effective teachers' discourse during primary literacy lessons. *Journal of Classroom Interaction*, 33(2), 16-24. <http://www.jstor.org/stable/23870557>.
- Mohr, K. A. J.** (1997). Seth's story: The tale of a self-determined retention. *Childhood Education: Infancy through Early Adolescence*, 74(1), 36-37.
- Linek, W. M., Sampson, M. B., Sampson, M., **Mohr, K. A. J.**, & Botha, L*. (1996) EMPOWER: A framework for teaching and learning with text in high school and college classrooms. *Reading Horizons*, 36(5), 402-411.
- Mohr, K. A. J.**, & Linek, W. M. (1995). Teacher facilitation of students' recreational reading choices. In K. Hinchman, C. K. Kinzer & D. J. Leu (Eds.). *Perspectives on literacy research and practice* (pp. 305-311). Chicago, IL: National Reading Conference.
- Seaborg, M. B., **Mohr, K. A. J.**, & Fowler, T. (1994). Preservice teachers' learning processes: A descriptive analysis of the impact of varied experiences with portfolios. In C. K. Kinzer & D. J. Leu (Eds.). *Multidimensional aspects of literacy research, theory, and practice*, (pp. 440-447.) Chicago, IL: National Reading Conference.
- Mohr, K. A. J.** (1994). Making a PLACE for foreign students in class. *Education Digest*, 59(9), 44-48.
- Mohr, K. A. J.** (1993). Teachers and the language environment: Making a PLACE for international students in the college classroom. *Contemporary Education*, 65(2), 69-72.
- Mohr, K. A. J.** (1993). Metamessages and problem-solving perspectives in children's literature. *Reading Horizons* 33(4), 341-346.

Refereed Articles (In Press)

- Mohr, K. A. J.**, Downs, J.*, Chou, P.*, & Tsai, H.* Using read-alouds to teach inferencing from the start. *Early Childhood Education Journal*.

Refereed Articles (In Review)

- Downs, J., **Mohr, K. A. J.**, Young, C. A theoretical and historical review of paired oral

reading practices in elementary classrooms. *Elementary School Journal*.

Solicited Articles (Published)

Mohr, K. A. J. (2018). Roots, prefixes, and suffixes. In *The TESOL Encyclopedia of English Language Teaching*. In J. I. Lontas and M. DelliCarpini (Eds.). TESOL International Association, New York, NY: John Wiley & Sons.
doi:[10.1002/9781118784235.eelt0815](https://doi.org/10.1002/9781118784235.eelt0815)

Mohr, K. A. J., & Mohr, E. S. (2017). Understanding Generation Z students to promote a contemporary learning environment. *Journal of Empowering Teaching Excellence*, 1(1), Available online at
<http://digitalcommons.usu.edu/jete/vol1/iss1/9/>

Reutzel, D. R., & **Mohr, K. A. J.** (2015). Fifty years of *Reading Research Quarterly* (1965-2014): Looking back, moving forward. *Reading Research Quarterly*, 50, 1-23.

Reutzel, D. R., & **Mohr, K. A. J.** (2014). A response to “Measuring students’ writing ability on a computer analytic development scale: An exploratory validity study”. *Literacy Research & Instruction*.53, 104-106.

Mohr, K. A. J. (2005). Instructional anchors for English language learners: Lessons learned, lessons shared. *Thresholds*, 31(1 & 2), 15-20.

Solicited Articles (In Press)

Chapters (Published)

Mohr, K. A. J. (2019). Presence and voice: An interview with Dr. Doris Walker-Dalhouse, reader and reading advocate. *A Ten Years’ Retrospective of the Association of Literacy Educators and Researchers: 2008-2018*. Association of Literacy Educators and Researchers.

Young, C., & **Mohr, K. A. J.** (2015). Successful literacy interventions: An RtI case-study analysis. In S. Garrett (Ed.). In S. D. Garrett and K. Fleming (Eds.) *CEDER 2015 Yearbook: Education: Issues & Answers* (pp. 267-293). Texas A&M University-Corpus Christi: Center for Educational Development, Evaluation, and Research.

Mohr, K. A. J., Read, S., & Leavitt, A.* (2015). High expectations: Increasing productivity and complexity in EL writing. In M. Daniel & K. Mohktari, (Eds.) *Research and Practice that Makes a Difference in English Learners’ Success*. (pp. 19-34). Lanham, MD: Rowman & Littlefield.

Mohr, K. A. J., Flory, M.*, & Knezek, L.* (2014). Promoting agency, access, and acquisition among adolescent English language learners. In F. Falk-Ross (Ed.) *Language-based Approaches to Support Reading Comprehension*. (pp. 143-164).

London, UK: Rowman & Littlefield.

Mohr, K. A. J., Dixon, K. *, & Young, C. *(2011). Effective and efficient: Maximizing literacy assessment and instruction. In E. Ortlieb & E. Cheek, Jr. (Eds.) *Literacy research, practice, and evaluation, Volume 1: Utilizing informative assessments toward effective literacy practices* (pp. 293-323). Bingley, UK: Emerald.

Mohr, K. A. J. (2010). What goes around, comes around: A conversation with Gary Shaffer. In W. L. Linek, D. Massey, E. G. Sturtevant, L. Cochran, B. McClanahan, & M. B. Sampson, (Eds.) *College Reading Association legacy: A celebration of 50 years of literacy leadership*. Commerce, TX: Association of Literacy Educators and Researchers.

Mohr, K. A. J., & Mohr, E. S. (2009). Success stories: Supporting the writing development of high-school English language learners. In J. Coppola and E. V. Primas, (Eds.), *One classroom, many languages: Best literacy practices for today's multilingual classrooms* (pp. 180-203). Newark, DE: International Reading Association.

Ferree, A. M., Falk-Ross, F., Gambrell, L., Long, R., Sampson, M. B., **Mohr, K. J.,** & Flippo, R. (2008). In M. Foote, F. Falk-Ross, S. Szabo, & M. B. Sampson (Eds.). *College Reading Association Yearbook: Navigating the literacy waters: Research, praxis, and advocacy, Volume 29*, (pp. 168-178). Commerce, TX. College Reading Association.

Mohr, K. A. J., Robles-Goodwin, P. J., & Wilhelm, R. W. (2008). To belong and to believe: The school as a culturally diverse environment. In L. E. Sanudo and R. W. Wilhelm, (Eds.). *Diversidad cultural y educacion: Un vision compartida*, (pp. 181-186). Guadalajara, Jalisco, Mexico: Sebyn-Conacyt.

Sanudo, L., Ponce, V. *, Marin, C. *, Wilhelm, R. W., **Mohr, K. A. J.,** & Robles-Goodwin, P. J. (2008). Here and there: A binational investigation of the educational challenges faced by Mexican migrant children. In L. E. Sanudo and R. W. Wilhelm, (Eds.). *Diversidad cultural y educacion: Un vision compartida*, (pp. 147-166). Guadalajara, Jalisco, Mexico: Sebyn-Conacyt.

Mohr, K. A. J. (1999). Variations in a theme: Using thematically framed Language Experience activities for ESL instruction. In O. G. Nelson & W. M. Linek (Eds.). *Practical classroom applications of language experience: Looking back and looking forward*, (pp. 237-247). Boston, MA: Allyn and Bacon.

Solicited and Remunerated Publications

Hannaway, K., & **Mohr, K. A. J.** (2002). Moon books. *The Mailbox Bookbag*, 6(6), 8-13.

- Mohr, K. A. J., & Hannaway, K.** (2002). Growing up books. *The Mailbox Bookbag*, 6(5), 8-13.
- Mohr, K. A. J., & Hannaway, K.** (2002). Meet the author: Julius Lester. *The Mailbox Bookbag*, 6(4), 13-17.
- Hannaway, K., & **Mohr, K. A. J.** (2002). Success stories. *The Mailbox Bookbag*, 6(3), 8-13.
- Hannaway, K., & **Mohr, K. A. J.** (2001). Easy as ABC: Crossing the curriculum with alphabet books and activities. *The Mailbox Bookbag*, 6(2), 8-13
- Mohr, K. A. J., & Hannaway, K.** (2001). Meet the author: Mitsumasa Anno. *The Mailbox Bookbag*, 6(1), 19-23.
- Hannaway, K., Henry, L. K., & **Mohr, K. A. J.** (2001). Seasonal selections: 225th anniversary of the signing of the Declaration of Independence. *The Mailbox Bookbag*, 6(1), 14.
- Hannaway, K., & **Mohr, K. A. J.** (2001). Meet the author: Chris Van Allsburg. *The Mailbox Bookbag*, 5(6), 23-27.
- Mohr, K. A. J., & Hannaway, K.** (2001). Pockets full of poetry. *The Mailbox Bookbag*, 5(5) 8-13.
- Hannaway, K., & **Mohr, K. A. J.** (2001). Books about women we wish we knew. *The Mailbox Bookbag*, 5(4) 37-41.
- Hannaway, K., & **Mohr, K. A. J.** (2001). Meet the author: Jean Fritz. *The Mailbox Bookbag*, 5(3) 19-23.
- Mohr, K. A. J., & Hannaway, K.** (2000). Meet the author: Laura Ingalls Wilder. *The Mailbox Bookbag*, 5(2) 25-29.
- Hannaway, K., & **Mohr, K. A. J.** (2000). Meet the author: Joseph Bruchac. *The Mailbox Bookbag*, 5(1), 29-33.
- Mohr, K. A. J., & Hannaway, K.** (2000). Meet the author: Patricia Polacco. *The Mailbox Bookbag*, 4(5), 21-25.
- Hannaway, K., & **Mohr, K. A. J.** (2000). Meet the author: Pam Conrad. *The Mailbox Bookbag*, 4(4), 21-25.
- Mohr, K. A. J., & Hannaway, K.** (2000). Meet the author: Arthur Dorros. *The Mailbox Bookbag*, 4(3), 21-29.

- Mohr, K. A. J.**, (1999). Meet the author: Floyd Cooper. *The Mailbox Bookbag*, 4(2), 33-37.
- Mohr, K. A. J.**, & Morrow, R. (1999). Buddies, pals, and amigos: Using literature to encourage friendship. *The Mailbox Bookbag*, 4(1), 8-13.
- Mohr, K. A. J.** (1999). Caring for your own backyard: Books and activities that encourage students to care for their environment. *The Mailbox Bookbag*, 3(6), 36-41.
- Mohr, K. A. J.** (1997) Time out for travel books: ESL extensions and connections. *The Mailbox Bookbag*, 1(4), 65.
- Mohr, K. A. J.** (1997) Inventions books: ESL extensions and connections. *The Mailbox Bookbag*, 1(3), 46.
- Mohr, K. A. J.** (1996). Family and relative books: ESL extensions and connections. *The Mailbox Bookbag*, 1(2), 16.
- Mohr, K. A. J.** (1996). Teacher books: ESL extensions and connections. *The Mailbox Bookbag*, 1(1), 11.

Published Book Reviews

- Mohr, K. A. J.** (2003). Book Review: *L2 reading: Getting to the bottom*. *Journal of Literacy Research* 35(3), 935-940.

Software and Audio/ Visual Products

- Mohr, K. A. J.** (Speaker). (1999). *Blending phonics for Spanish-speaking students* (Cassette Recording No. 50). San Diego, CA: International Reading Association.

Other Published Items

- Mohr, K. A. J.** (June 3, 2021). Teaching Literacy Podcast with Dr. Jake Downs. Eye Tracking Evidence for Goal-Directed Reading with Drs. Kit and Eric Mohr. <https://podcasts.apple.com/us/podcast/e23-eye-tracking-evidence-for-goal-directed-reading/id1482475731?i=1000524211564>.
- Mohr, K. A. J.**, & Mohr, E. S. (2007). Research News to Use: Response Options for ELL Students can Increase Language Learning. *Reading Today*, 24.4, 4.
- Mohr, K. A. J.** (2006). Research News to Use: Nonfiction books overwhelming choice of first graders. *Reading Today*, 24.1, 32.
- Mohr, K. A. J.** (2006). *Summary Report of the Survey of Literacy-Service Providers in the North Texas Region*. Prepared for the North Texas Future Fund.
- Mohr, K. A. J.**, & Roberts, J. (2006). *Directory of Literacy-Service Providers in the*

North Texas Region. Prepared for the North Texas Future Fund.

Mohr, K. A. J., & Nunez-Janes, M. (2005). *Improving Literacy Among Diverse Populations: An Analysis of Best Practices and Recommendations for the Dallas/Fort Worth Region*. Prepared for the North Texas Future Fund.

Mohr, K. A. J. (2005) *Improving Literacy Among Diverse Populations: An Analysis of Best Practices and Recommendations for the Dallas/Fort Worth Region: Review of the Literature, List of References, and Annotated Bibliographies*. North Texas Future Fund.

Mohr, K. A. J. (1996). Using LEA to promote second language acquisition. *Language Experience Forum*, 26(2), 8.

Technical Reports

Mohr, K. A. J., & Ponce, H.* (2011). Teacher Disposition Index Data Analysis Summary and Comparison Summer 2011.

Mohr, K. A. J., & Ponce, H.* (2010). Teacher Disposition Index Data Analysis Summary and Comparison Summer 2010

Mohr, K. A. J. (2009). Teacher Disposition Index Data Analysis Summary and Comparison Summer 2009

Scholarly Book Reviews

2016 *Literacy Development with English Learners: Research-based Instruction in Grades K-6* (2nd. Ed.). (Lori Helman) Guilford Press.

2007 *Literacy Profiles: Assessing and Planning for Learner-Centered Instruction, K-4*. (Sue Biggam & Kathleen Itterly) Pearson Merrill Prentice Hall.

2006 *Literacy Assessment and Intervention for the Elementary Classroom* (Beverly DeVries) Holcomb Hathaway Publishers

2004 *Success With Struggling Readers: The Benchmark School Approach*. (Irene Gaskins) Guilford Publications.

2003 *Essentials of Teaching Reading: A Conceptual Analysis Approach* (Mark Sadoski) Guilford Publications

2003 *L2 Reading: Getting to the Bottom*. *Journal of Literacy Research*. (Barbara Birch)

2002 *How Primary Grades Teachers Motivate Their Students*. (Michael Pressley) Guilford Publications

2002 *Assessment for Reading Instruction*. (Michael McKenna & Steven Stahl) Guilford Publications.

2002 *Critical Literacy: The Intersections of Language, Literacy, and Culture*. Guilford Publications

Grants and Contracts

Funded External Grants

September 2009 *Using Informational Texts as Models for Expository Writing in Second Grade*

\$500 Dorothy Kendall Bracken Fund for Special Projects. Principal Investigator, in conjunction with the Second Grade Teachers at Hackberry Elementary School, Little Elm ISD.

January 2006 *Survey and Directory of Literacy-Service Providers in the North Texas Region*. \$12,065. North Texas Future Fund. Principal Investigator.

August 2005 *Even Start Family Literacy Program—Little Elm ISD*. \$550,000 (over 3 years). Texas Education Agency. Assessment Consultant.

June 2005 *Efficacy of Community Literacy Programs*. \$15,552.51. Verizon Foundation. Principal Investigator, replacing Diane Allen.

December 2004, *Improving Literacy Among Diverse Populations: An Analysis of Best Practices and Recommendations for the Dallas/Fort Worth Region*. \$22,528. North Texas Future Fund. Co-principal Investigator representing the Center for the Study of Educational Reform with Mariela Nunez-Janes representing Anthropology Department and the Center for Economic Development.

May 2004, *Family Literacy Grant*, \$20,000, Verizon, Initiated by Diane Allen, transferred due to job relocation.

External Grants, Non-funded

April 2014, *U. S. Department of Education Grant*. \$1,200,000 CTG: Arts = Closing the Achievement Gap through the Arts. Arts in Education Model Development and Dissemination (AEDOD). Project Review Consultant; Principal Investigator, Raymond Veon.

September 2013, *Institute of Education Sciences*. \$1,500,000, Designing an Engaging and Affable Robot (DEAR): Supporting Kindergartners' Language and Literacy Achievement. Co-Principal Investigator in charge of curriculum design and assessment with Yanghee Kim

August 2013, *Association of Literacy Educators and Researchers, Literacy Teacher Education Grant*. \$2,500, Something to Write About: Supporting Young ELL Writers Using Photography to Influence Writing Complexity and Productivity. Principal Investigator.

Funded Internal Grants/Awards—Utah State University

July, 2016, *Multi-Modal Examination of Language Processing in Speech and Reading*, \$37,021. Seed Program to Advance Research Collaborations (SPARC) Grant, Co-investigator, in collaboration with Ron Gillam and Kerry Jordan.

August, 2015, *Utah State Presidential Doctoral Research Fellow*, \$20,000 for four years (with Dr. Cindy D. Jones).

Funded Internal Grants—University of North Texas

December 2008, *Online Bilingual or ESL Post-baccalaureate Teacher Certification Courses*, \$9,800. Learning Enhancement Grant, Co-investigator, in collaboration with Rossana Boyd.

September 2007, *Online Bilingual/ESL Post-baccalaureate Teacher Certification Courses*, \$19,830. Learning Enhancement Grant, Co-investigator, in collaboration with Rossana Boyd.

September 2004, *In Investigation of Key Components Contributing to Effective Instruction of Latino Students in an English Immersion Program*. \$5,000 Research Opportunities Grant, Principal Investigator, in collaboration with Ron Wilhelm and Patsy Robles-Goodwin.

December 2002, *Integrating Technology in EDRE 4840*. \$600 PT3 Preservice Faculty Technology Mini-Grant, Principal Investigator

November 2001, *Dictation as a Multipurpose Activity for ESL Students in a Summer School*. \$5,000, Junior Faculty Summer Research Fellowship Award, Principal Investigator

October 2000, *Children's Book Preferences: Text Attributes that Matter to Students*. \$2,500, Research Initiation Grant, Principal Investigator.

Summer 1999, *KSU Summer ESOL Institute*. \$5,034, Summer Growth Incentive Grant, Kennesaw State University, Institute Coordinator and Principal Investigator.

Presentations (Refereed) International/National

Tsia, H.* & **Mohr, K. A. J.** (2021, October). A Comparative Analysis of the Cultural and Situational Authenticity in Chinese Dual Language Immersion Textbooks. Northern Rocky Mountain Educational Research Association. Ketchum, ID.

Downs, J. D.* & **Mohr, K. A. J.** (2021, July). Paired Oral Reading: A Multilevel Meta-analysis of Related Practices Presentation at the Annual Conference of the Society for the Scientific Study of Reading (SSSR). Held virtually.

Ding, G*., **Mohr, K. A. J.**, & Gillam, R. (2021, July). Syntactic Comprehension in Reading Comprehension Among Bilinguals and Monolinguals. Presentation at the Annual Conference of the Society for the Scientific Study of Reading (SSSR). Held virtually.

Downs, J. D.*, & **Mohr, K. A. J.** (2020, July). Affected and Academic Outcomes of Dyad Reading. Presentation at the Annual Conference of the Society for the Scientific Study of Reading (SSSR), Newport Beach, CA (Cancelled due to

COVID-19).

- Ding, G.* & **Mohr, K. A. J.** (2020, July). Extended Text Processing Among Bilinguals and Monolinguals. Presentation at the Annual Conference of the Society for the Scientific Study of Reading (SSSR), Newport Beach, CA (Cancelled due to COVID-19).
- Ding, G*., Chou, P.*, & **Mohr, K. A. J.** (2020, February). The Role of Connectives in Comprehension Across Languages. Presentation at the Annual Conference of the National Association of Bilingual Educators (NABE). Las Vegas, NV.
- Ding, G.*, & **Mohr, K. A. J.** (2019, July). Effects of Sentence Types on Reading in Bilinguals and Monolinguals: Evidence from Eye-tracking. Annual Conference of the Society for the Scientific Study of Reading, Toronto, CA
- Ding, G., **Mohr, K. A. J.**, Gillam, R. B., Orellana, C. I., & Hancock, A. (2019, March). Syntactic Processing in Bilinguals and Monolinguals: Evidence from fNIRS. Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Mohr, E. S. & **Mohr, K. A. J.** (2019, March). Not Either/Or, But Both: the double-edged Potential of Print and Digital Literacies. Critical Questions in Education Conference, Savannah, GA.
- Juth, S.*, **Mohr, K. A. J.**, & Pickle, M. J. (2017, November). Through the Eyes of the Beholder: An Overview of Eye Tracking Physiology, Methodology, and Research. Annual Conference of the Association of Literacy Educators and Researchers, St. Petersburg, FL.
- Mohr, K. A. J.**, Ding, G.* , Priestley, K.* , & Juth, S.* (2017, November). Exploring 25 Years of *The Reading Teacher*: Analyzing Past Content to Inform Future Instruction. Annual Conference of the Association of Literacy Educators and Researchers, St. Petersburg, FL.
- Juth, S.* , & **Mohr, K. A. J.**, Gillam, R., Orellana, C.* , & Hancock, A. (2017, July,). *Neural Signatures in Reading and Reading Comprehension for Typical, Bilingual, and Students with Reading Disabilities: An fNIRS and Eye-tracking Examination of Syntactic Processing*. Presentation made at the annual conference of the Society for the Scientific Studies of Reading, Halifax, Nova Scotia, Canada.
- Juth, S.* , & **Mohr, K. A. J.** (2016, December). *Neural Signatures in Reading Comprehension for Typical, Bilingual, and Students with Reading Disabilities: An fNIRS and Eye-tracking Examination of Syntactic Processing*. Presentation made at the annual conference of the Literacy Researchers Association, Nashville, TN.
- Brown, L. T.* , **Mohr, K. A. J.**, & Wilcox, B. (2016, December). *Implementing Dyad*

Reading with Challenging Texts. Presentation made at the annual conference of the Literacy Researchers Association, Nashville, TN.

Brown, L. T.*, **Mohr, K. A. J.**, & Wilcox, B. (2016, November). *Classroom Oral Reading Practice that Strengthens Readers*. Presentation made at the annual conference of the Literacy Researchers Association, Myrtle Beach, SC.

Juth, S. *, & **Mohr, K. A. J.** (2016, November,). *Revising Neuromyths to Enhance Critical Teacher Knowledge*. Presentation made at the annual conference of the Association of Literacy Educators and Researchers, Myrtle Beach, SC.

Mohr, K. A. J., & Mohr, E. S. (2016, November). *Adding a Critical Dimension to Teachers' Knowledge: The ABCs of the XYZs*. Presentation made at the annual conference of the Association of Literacy Educators and Researchers, Myrtle Beach, SC.

Mohr, K. A. J., Brown, L.*, Young, C., & Wilcox, B. (2016, July). *Stacked Partner Reading can be Transforming: Maximizing Research-Based Options in Elementary Classrooms*. International Literacy Association (ILA), Boston, MA.

Mohr, K. A. J., Juth, S*. Brown, L.*, Jorgensen, A.*, Rose, G.*, Flory, M.*, & Sias, C.* (2015, November). *Doctoral Epiphanies: What We Thought We Knew, but Know Better Now*. Association of Literacy Educators and Researchers (ALER), Costa Mesa, CA.

Young, C., Rasinski, T. V., & **Mohr, K. A. J.** (2015, November). *Improving Elementary Students' Reading Fluency with Reading Together*. Association of Literacy Educators and Researchers (ALER), Costa Mesa, CA.

Mohr, E. S., & **Mohr, K. A. J.** (2015, November). *Millennial Pre-service Teachers Meet Measurement: Misperceptions and Assessment Literacy*. Association of Literacy Educators and Researchers (ALER), Costa Mesa, CA.

Mohr, K. A. J. (2014, December). *A Comparison of Writing Achievement Among English-only and English Learner Second Graders*. Literacy Researchers Association (LRA) Annual Conference, San Marco, FL.

Mohr, K. A. J., & Leavitt, A.* (2014, November). *Understanding the writing development of English-only and English language learners in a second-grade writing program*. Association of Literacy Educators and Researchers (ALER) Annual Conference. Delray Beach, FL.

Mohr, E. S., & **Mohr, K. A. J.** (2014, November). *Assessment Attitudes of Elementary and Secondary Pre-service Teachers: Perceptions of Value and Impact*. Association of Literacy Educators and Researchers (ALER) Annual Conference. Delray Beach, FL.

- Mohr, K. A. J.** (2014, May). *Reinvigorating Common Literacy Practices for More Sophisticated Instruction*. IRA Reading Research Institute, International Reading Association Conference, New Orleans, LA.
- Mohr, K. A. J.** (2013, December). *A Comparison of Writing Achievement Among English-only and English Learner Second Graders*. Literacy Researchers Association, Dallas, TX
- Mohr, K. A. J., & Mohr, E. S.** (2013, November). *Assessing Attitudes of Assessment Among Pre-service Teachers*. Association of Literacy Educators and Researchers, Dallas, TX.
- Mohr, K. A. J.** (2013, May). *Stacked Instruction for ELLS: Being Effective and Efficient*. International Reading Association, San Antonio, TX.
- Mohr, K. A. J., & Mohr, E. S.** (2012, November). *Something to Talk About: Stacking Recommended Practices for Accelerated Literacy Development Among English Language Learners*. American Reading Forum, Sanibel, FL.
- Mohr, K. A. J.,** (2012, November). *Perceptions of Writing Among Second Graders in an Exemplary School: Gender and Language Issues*. Association of Literacy Educators and Researchers, Grand Rapids, MI.
- Mohr, K. A. J.,** (2012, November). *Effective and Efficient: An Argument for Stacked Literacy Instruction and Assessment*. Association of Literacy Educators and Researchers, Grand Rapids, MI.
- Mohr, K. A. J.** (2012, April). *It's a Thinking Thing: Planning Comprehension Lessons with English Language Learners in Mind*. International Reading Association, Chicago, IL.
- Mohr, K. A. J.** (2012, April). *Engaging the Reading Brain during Comprehension Lessons*. International Reading Association, Chicago, IL.
- Mohr, K. A. J.** (2012, April). *Comprehension Principles: Basic Premises*. International Reading Association, Chicago, IL.
- Mohr, K. A. J.** (2012, February). *It's Not Scribble-Scrabble: Perceptions of Writing Among Second Grade ELLs in an Exemplary School*. National Association of Bilingual Education, Dallas, TX.
- Laney, J., Dixon-Krauss, L., Harris, M., **Mohr, K. A. J.,** King, K., & Sutton, T. (2012, February). *Unlocking the Door to Accreditation: Using Technology and Key Assessments for Program Evaluation and Data-driven Decision-making in Teacher Education*. Association of Teacher Educators, San Antonio, TX.

- Martin, T.*, & **Mohr, K. A. J.** (2012, February). *Surveying Grade-level Affinity: Analysis of Preservice Teachers' Grade-level Preferences and Perceived Instructional Readiness*. Association of Teacher Educators, San Antonio, TX.
- Mohr, K. A. J.**, Putman, R.*, Young, C.*, Slay, L.*, & Shearer, R.* (2010, December). *The Reading Brain: Research-based Questions and Related Classroom Practices*. Literacy Researchers Association/National Reading Conference, Fort Worth, TX.
- Mohr, K. A. J.** (2010, December). *Using Graphic Organizers to Support Comprehension in an Online Literacy Course*. Literacy Researchers Association/National Reading Conference, Fort Worth, TX.
- Mohr, K. A. J.** (2010, May). *Fiction and Nonfiction Favorites for English Language Learners*. International Reading Association Convention, Chicago, IL.
- Mohr, K. A. J.** (2010, May). *Children's Choices: What We Know about What Kids Want*. International Reading Association Convention, Chicago, IL.
- Mohr, K. A. J.** (2009, December). *Paths to Culturally Responsive Literacy Instruction: Preservice Teachers' Readiness Beliefs*. Literacy Researchers Association/National Reading Conference, Albuquerque, NM.
- Mohr, K. A. J.** (2009, November). *Preservice Teachers' Readiness Beliefs about Culturally Responsive Literacy Instruction*. Association of Literacy Educators and Researchers, Charlotte, NC.
- Allen, M. B., Bromley, K., & **Mohr, K. A. J.** (2009, May). *Vocabulary + Comprehension = Engagement Institute*. International Reading Association, Minneapolis, MN.
- Mohr, K. A. J.** (2009, February). *Culturally Sensitive Instruction: A Continuum of Professional Practice*. National Association for Bilingual Education, Austin, TX.
- Mohr, K. A. J.** (2008, July). *Cultural 3Rs: Do We Know What They Are and What They Mean?* World Reading Congress, San Jose, Costa Rica.
- Mohr, K. A. J.**, & Mohr, E. S. (2008, July). *Success Stories: Supporting the Writing Development of High-school English Language Learners*. World Reading Congress, San Jose, Costa Rica.
- Allen, M. B., & **Mohr, K. A. J.** (2008, May). *Comprehension Workshop: Supporting During-Reading Strategies*. Annual Convention of the International Reading Association, Atlanta, GA.

- Mohr, K. A. J.** (2007, November). *Preservice Teachers' Perceptions About Reading Instruction*. 57th National Reading Conference, Austin, TX.
- Mohr, K. A. J.** (2007, November). *Oh, Didn't You Get the Memo?: 10 Things to Know as New Faculty*. 50th Meeting of the College Reading Association, Salt Lake City, UT.
- Allen, M. B., **Mohr, K. A. J.**, & Ramos, J. (2007, May). *Thinking Through the Text: Facilitating Comprehension and Comprehension Instruction*. International Reading Association, Toronto, CA.
- Mohr, K. A. J.**, & Allen, M. B. (2006, November). *Preservice Teachers' Readiness to Teach Reading Comprehension*. 56th National Reading Conference, Los Angeles, CA.
- Allen, M. B., & **Mohr, K. A. J.**, (2006, October). *Thinking Through the Text: Planning and Implementing Effective Comprehension*. 50th Annual Meeting of the College Reading Association, Pittsburgh, PA.
- Mohr, K. A. J.** (2006, January). *Improving Educational Levels Among Diverse Populations: An Analysis of Recommended Practices*. 4th Annual International Conference on Education, Honolulu, HA.
- Allen, M. B., & **Mohr, K. A. J.** (2006, January). *Thinking through the Text: Facilitating Comprehension and Comprehension Instruction*. 4th Annual International Conference on Education. Honolulu, HA.
- Mohr, K. A. J.**, & Robles-Goodwin, P. (2005, December). *Belonging and Believing: Cultural Diversity in the Classroom Environment*. Second Texas-Jalisco Education Conference. The University of North Texas, Denton, TX.
- Robles-Goodwin, P. J., **Mohr, K. A. J.**, Wilhelm, R., & Contreras, G. (2005, May). *Fronteras y Barreras: Una Investigacion de los Desafios Educativos Para el Nino Mexicano Immigrante*. Translocality—Discussing Culture and Change in the 21st Century Conference. Merida, Mexico.
- Mohr, K. A. J.** (2005, May). *Guided Writing With English Language Learners* The International Reading Association 50th Annual Convention. San Antonio, TX.
- Mohr, K. A. J.** (2005, April). *Standing at the Door: What are the Best Literacy Practices for English Language Learners?* The Annual Meeting of the American Educational Research Association. Montreal, Canada.
- Wilhelm, R. W., **Mohr, K. A. J.**, & Robles-Goodwin, P. J. (2005, April). *Engaging Latino Learners: A Re-examination of English-Only Immersion*. The Annual Meeting of the American Educational Research Association, Montreal, Canada.

- Mohr, K. A. J.,** Wilhelm, R. W., & Robles-Goodwin, P. J. (2005, April). *Teaching and Learning in a Successful Urban School: An Optimistic Perspective*. The Annual Meeting of the American Educational Research Association. Montreal, Canada.
- Robles-Goodwin, P. J., Wilhelm, R. W., & **Mohr, K. A. J.** (2005, April). *An Investigation Into the Effective Teaching Practices and Perceptions of Latino Parents Regarding Their Educational Experiences*. The Annual Meeting of the American Educational Research Association. Montreal, Canada.
- White, J. H., **Mohr, K. A. J.**, Allen, M.B. (2005, February). *Practicing What We Preach III: Learner Centered Teaching Strategies in College Classrooms*. The Annual Meeting of the Association of Teacher Educators, Chicago, IL.
- Mohktari, K., **Mohr, K. A. J.**, & Spor, M. (2004, May). *Developing and Organizing Content for SIG and Council Publications*. The Annual Convention of the International Reading Association, Reno, NV.
- Wilhelm, R. W., Contreras, G., & **Mohr, K. A. J.** (2004, April). *Barriers or Frontiers: A Bi-national Investigation of Spanish-speaking Immigrant Students' School Experiences*. The Annual Convention of the American Educational Research Association. San Diego, CA.
- Wilhelm, R. W., **Mohr, K. A. J.**, Robles-Goodwin, P. J., Sanudo, L., Marin, C.*, & Ponce, V.* (2004, March). *Aca y Alla: Una Investigacion binacional de los desafios educativos para el nino mexicano migrante*. The Bi-national Symposium of Education Researchers. Mexico City, Mexico
- White, J. H., Allen, M. B., & **Mohr, K. A. J.** (2004, February). *Practicing What We Preach: Learner-Centered Teaching Strategies in College Classrooms*. The Annual Meeting of the Association of Teacher Educators, Dallas, TX.
- Bernshausen, D., **Mohr, K. A. J.**, Wickstrom, C., Van Tassel, F., & Watkins-Ryel. (2004, February). *Ensuring Candidates Professional Resiliency Through Change Program Constructs*. The Annual Meeting of the Association of Teacher Educators, Dallas, TX.
- Mohr, K. A. J.** (2003, November). *Text Selection Processes of First Graders; Do Variations Exist?* The Annual Conference of the College Reading Association, Corpus Christi, TX.
- Mohr, K. A. J.** (2003, March). *Guided Writing with English Language Learners*. The Teaching English to Speakers of Other Languages (TESOL) Convention, Baltimore, MD.
- Mohr, K. A. J.** (2002, December). *Using Guided Writing as a Summer School*

Intervention to Accelerate Literacy Among English Language Learners. The National Reading Conference, Miami, FL.

Wilhelm, R. W., Contreras, G., & **Mohr, K. A. J.** (2002, November). *Immigration, Accommodation, Enculturation: One Rural School District's Program for Spanish-Dominant Children*, The National Association for Multicultural Education Conference, Crystal City, VA.

Mohr, K. A. J. (2002, November). *"I Want This Book!": First Graders' Rationales for Preferring Expository Texts.* The Annual Conference of the College Reading Association, Philadelphia, PA.

Mohr, K. A. J. (2002, October). *Spanish Speakers Becoming English Writers.* The Early Literacy Institute sponsored by Texas Woman's University, Dallas, TX.

Mohr, K. A. J. (2002, August). *Exploring English: Vocabulary Instruction Can Make a Meaningful Difference.* The International Reading Association 19th World Congress on Reading, Edinburgh, Scotland.

Mohr, K. A. J. (2001, December). *Dictation as a Multipurpose Literacy Activity for ESL Students.* The National Reading Conference, San Antonio, TX.

Mohr, K. A. J. (2001, November). *Sharing the Challenge: Engaging Inservice and Preservice Teachers in ESL C.H.A.T.* The Annual Convention of the National Council of Teachers of English, Baltimore, MD.

Mohr, K. A. J. (2001, November). *Children's Choices: A Comparison of Book Preferences Between Hispanic and Non-Hispanic Children.* The Annual Conference of the College Reading Association, Orlando FL.

White, J. H., **Mohr, K. A. J.**, & Allen, M. B. (2000, November). *Structures and Strategies: Overlapping Text Structures to Facilitate Comprehension.* The Annual Conference of the College Reading Association, Hilton Head, SC.

Mohr, K. A. J., & Allen, M. B. (1999, November). *Present Progressive Poetry: Trends in Contemporary Poetry for Classroom Use.* The Annual Conference of the College Reading Association Annual Conference, Hilton Head, SC.

Mohr, K. A. J. (1999, May). *Blending Phonics into Literacy Instruction for Spanish-speaking Students.* The Annual Convention of the International Reading Association, San Diego, CA.

Mohr, K. A. J., Hess, W. G., Zheng, B., & Morrow, R.* (1999, February). *Teacher Preparation for Literacy in the 21st Century: Perceptions of Standards and Excellence.* The Annual Meeting of the Association of Teacher Educators, Chicago, IL.

- Allen, M. B., & **Mohr, K. A. J.** (1998, November). *“Please write me back!”: Effects of a First Grade Writing Project on Written Communication Skills*. The Annual Conference of the College Reading Association, Myrtle Beach, SC.
- Allen, M. B., **Mohr, K. A. J.**, & Fedorko, F. (1998, October). *Using Reading Strategies to Empower All Learners*. The Keystone Reading Association Conference, Seven Springs, PA.
- Mohr, K. A. J.** (1998, May). *Stickers and Beyond: Using LEA with ESL Students*. The Annual Convention of the International Reading Association Convention, Orlando, FL.
- Allen, M. B., **Mohr, K. A. J.** (1997, December). *Early Literacy: Effects of a First Grade Writing Program on Reading and Writing Skills*. The National Reading Conference, Scottsdale, AZ.
- Mohr, K. A. J.** (1996, December). *Under Construction: Building a Framework for Literacy Communities in Primary Classrooms*. The National Reading Conference, Charleston, SC.
- Mohr, K. A. J.**, Baney, J., Durkin, M., Fowler, T., Mayo, K., & Seaborg, M. B. (1996, December). *Retrospectus Ad Arboris: A Doctoral Cohort Group Revisits its Roots*. The National Reading Conference, Charleston, SC.
- Mohr, K. A. J.** (1996, May). *Vocabulary Activities for Concept Development from an LEA for ESL Perspective*. The Annual Convention of the International Reading Association, New Orleans, LA.
- Mohr, K. A. J.** (1995, November). *Enhancing the Questioning Strategies of Preservice Teachers*. The Annual Conference of the College Reading Association, Clearwater, FL.
- Mohr, K. A. J.** (1995, May). *Variations in a Theme: Using LEA to Promote Second Language Acquisition*. The Annual Convention of the International Reading Association, Anaheim, CA.
- Mohr, K. A. J.**, Linek, W. M., & Rasinski, T. (1994, November). *The Role of Intermediate Students' Selections of Recreational Reading Materials*. The National Reading Conference, San Diego, CA.
- Mohr, K. A. J.**, Linek, W. M., & Rasinski, T. (1994, December). *What is Missing in This Picture? Teachers' Facilitation of Students' Recreational Reading Selections*. The National Reading Conference, San Diego, CA.
- Rasinski, T., **Mohr, K. A. J.**, & Linek, W. M. (1994, November) *“What do you plan to*

read next?": Aspects of Teachers' Facilitation of Students' Reading Selections. The Annual Conference of the College Reading Association Conference, New Orleans, LA.

Linek, W. M., **Mohr, K. A. J.**, & Rasinski, T. (1994, November). *Voluntary Reading Choices: The Strategies Employed by Intermediate Students.* The Annual Conference of the College Reading Association, New Orleans, LA.

Linek, W., & **Mohr, K. A. J.** (1993, December). *Exploring Preservice Teachers' Beliefs and Change Processes During a Literacy Methods Course Without Field Experience.* The National Reading Conference, Charleston, SC.

White, J. H., Seaborg, M. B., **Mohr, K. A. J.**, Bahney, J., Mayo, K. & Fowler, K. (1993, December). *Can We Talk?: Doctoral Students Discuss Their Professional Development* (Symposium participant). The National Reading Conference, Charleston, SC.

Regional

Tsai, H.* & **Mohr, K. A. J.** (2021, October). A Comparative Analysis of the Cultural and Situational Authenticity in Chinese Dual Language Immersion Textbooks. Presentation at the annual conference of the Northern Rocky Mountain Educational Research Association. Ketchum, ID.

Ding, G., & **Mohr, K. A. J.** (2018, October). *An fNIRS Study of Sentence Processing of Chinese Bilinguals.* Presentation at the annual conference of the Northern Rocky Mountain Educational Research Association, Salt Lake City, UT.

Mohr, K. A. J. (2002, February). *The Gift of Literacy: Accelerating ESL Students' Progress.* The Southwest IRA Regional Conference, Arlington, TX.

Mohr, K. A. J., & Hess, W. G. (1998, December). *Coming to Terms: Preservice Teachers' Concerns about Literacy Instruction.* The Southeast International Reading Association Regional Conference, New Orleans, LA.

Mohr, K. A. J. (1993, November). *Lessons to be Learned: An Analysis of the Categorization of Conflict in Recent Newbery Award Books.* The Southwest International Reading Association Regional Conference, Tulsa, OK.

State

Mohr, E. S., & **Mohr, K. A. J.** (2019, April). Understanding Gen-Z Students: Wielding the Double-Edged Sword of Twin Literacies. Empowering Teaching Excellence, ETE 10, Logan, UT.

Mohr, K. A. J., & Juth, S. (2018, November). *Time on Text: What Eye-tracking Scan Paths Reveal about Readers and Reading Stamina.* Presentation at the annual Utah Literacy Conference, Salt Lake City, UT.

- Mohr, K. A. J.** (2015, October). *Promoting Informational Writing Among Young Students*. Utah Council of the International Reading Association (UCIRA), Salt Lake City, UT.
- Mohr, K. A. J.**, Read, S., & Leavitt, A.* (2014, August). *High expectations: Increasing productivity and complexity in EL writing*. Utah Council of the International Reading Association. Salt Lake City, UT.
- Mohr, K. A. J.** (2010, November). *Preservice Teachers' Readiness Beliefs about Culturally Responsive Instruction*. Center for Research, Evaluation & Advancement of Teacher Education Research Conference. Houston, TX.
- Mohr, K. A. J.**, Ponce, H.*, & Dixon-Krauss, L. (2010, November). *Using the Teacher Disposition Index to Assess Preservice Teachers' Orientation to Teaching*. Center for Research, Evaluation & Advancement of Teacher Education Research Conference. Houston, TX.
- Mohr, K. A. J.** (2004, June). *Listening to the Voices of English Language Learners Via Poetry*. The Texas Association for the Improvement of Reading, Denton, TX.
- Wilhelm, R. W., **Mohr, K. A. J.**, Robles-Goodwin, P. J., French, D., & Norris, K. (2004, April). *Teaching to the Potential: An Investigation of Teacher Practice to Engage Latino Learners*. The Texas National Association for Multicultural Education, Georgetown, TX
- Wilhelm, R. W., **Mohr, K. A. J.**, Contreras, G. (2002, October). *Pa' Defenserse; An Investigation of One Rural School District's Program for Spanish- Dominant Immigrant Children*, The Texas Association for Bilingual Education. Corpus Christi, TX.
- Mohr, K. A. J.** (2001, March). *Transactivities; Helping All Readers Do What Good Readers Do*. The Texas Association for the Improvement of Reading, Plano, TX.
- Mohr, K. A. J.** (2000, February). *A Framework for Planning Productive University Course Assignments*. The Georgia Conference on College and University Teaching, Kennesaw, GA.
- Mohr, K. A. J.**, & Morrow, R.* (2000, February). *Navigating the Internet for Children's Literature Resources*. The Kennesaw State University Annual Conference for Children's and Adolescent Literature, Kennesaw, GA.
- Mohr, K. A. J.** (1999, January). *Supporting Reading as Interaction for ESOL Students*. The Kennesaw State University Annual Conference for Children's and Adolescent Literature, Kennesaw, GA.

Zheng, B., & **Mohr, K. A. J.** (1998, October). *More than a Requirement: Transforming Graduate Students' Attitudes Toward Educational Research*. The Georgia Association of Teacher Educators, Atlanta, GA.

Local

Mohr, K. A. J. (2003, February). "*It Gets Messy!*": *Doing Research in Public Schools*. The College of Education Educational Research Exchange, Denton TX.

Cobb, J., **Mohr, K. A. J.**, Patterson, L., Wickstrom, C. (2001, March). *Promoting Literacy as a Decision-making Process: Recent Reading Research Symposium. Feeling Prepared: Preservice Teachers' Perceptions of Readiness to Teach Language Arts*. The College of Education Educational Research Exchange, Denton, TX.

Mohr, K. A. J. (2000, June). *Facilitating Productive Reading Processes for ESOL Students*. The Kennesaw State University Summer 2000 Reading Institute, Kennesaw, GA.

Mohr, K. A. J. (2000, June). *Helping All Readers Do What Good Readers Do Using Children's Literature*. The Kennesaw State University Summer 2000 Reading Institute, Kennesaw, GA.

Mohr, K. A. J. (1996, June). *Teacher Talk: A Summary of Field Research*. The Longview Independent School District Administrator Curriculum/Instruction Workshop, Longview, TX.

Presentations (Planned Refereed)

Tsai, H., & **Mohr, K. A. J.** (2022, February). A Pragmatic-focused Analysis of Requests and Their Politeness in Chinese Dual Language Immersion (DLI) Textbooks. Presentation made at the annual national conference of the National Association Bilingual Education, New York City, NY.

Presentations (Invited) **International/National**

Mohr, K. A. J. (2018, November). *Word Building: Building English Morphological Awareness*. Presentation made for Italian CLIL teachers in Milan, Italy.

Mohr, K. A. J. (2018, November). *Teaching English Science Vocabulary*. Presentation made for Italian CLIL teachers in Visante, Italy.

Mohr, K. A. J. (2008, May). *Can We Have It Both Ways?* Keynote Speaker for the Professors of Reading in Teacher Education Programs Special Interest Group. Annual Conference of the International Reading Association, Atlanta, GA.

Mohr, K. A. J., & Mohr, E. S. (2008, May). *Success Stories: Supporting the Writing Development of High-school English Language Learners. English Language Learner Institute: Teaching and Learning in Linguistically and Culturally Diverse Classrooms: Bringing Theory and Research to Practice.* (Organized by Julie Coppola, Boston University.) The Annual Conference of the International Reading Association, Atlanta, GA.

Mohr, K. A. J. (2006, November). *Issues in Middle and Secondary Education*, Focus Group Leader, Unraveling Teaching Education Issues: Increasing Our Knowledge and Addressing Our Options for Securing/Strengthening Teacher Education Programs. 50th Annual Meeting of the College Reading Association, Pittsburgh, PA.

Regional

Mohr, K. A. J. (2014, June). *Maximizing Academic Opportunities by Extending ELL Engagement.* Region 10 Bilingual/ESL/Migrant Conference, Plano, TX.

State

Mohr, K. A. J. (2000, September,). *Making Instruction More Productive in Higher Education Classrooms*, The Beulah Heights Bible College Fall Faculty Workshop, Atlanta, GA.

Mohr, K. A. J. (1998, October). *Dealing with Disruptive Students: A Statement of Current Practices for the Bagwell College of Education*, Kennesaw State University. The Georgia State Legislature House Committee on Student Behavior, Atlanta, GA.

Mohr, K. A. J. (1998, June). *Enhancing Language and Literacy Learning in the Regular Classroom: A Plan of Action for ESL Learners.* The Kennesaw State University, Summer Fest, 98, Kennesaw, GA.

Local

Mohr, K. A. J. (2018, June). *Activity Creation: Extending Engagement in Course Assignments and E-learning Environments.* Presentation for the USU E-Learning Workshop, Logan, UT.

Mohr, K. A. J. (2017, April). *Word Building: Developing Morphological Awareness.* Presentation made to educators of Edith Bowen Laboratory School. Logan, UT.

Brown, L. T. *, **Mohr, K. A. J.** (2016, September) *Implementing Dyad Reading with Challenging Texts.* Presentation made to instructional coaches and principals. Logan, UT.

Mohr, K. A. J. (2016, January). *Master Teacher Presentation: Using the Course Assignment Framework.* Empowering Teaching Excellence Foundations Workshop, Logan, UT.

- Mohr, K. A. J.** (2011, May). *Que Sigue?* Guest Speaker and Awardee, Bilingual/ESL Teacher Certification Programs Graduation Reception. Denton, TX.
- Mohr, K. A. J.** (2011, January). *Developing Oral Language With Picture Books*. Collin County Association for the Education of Young Children, Plano, TX.
- Mohr, K. A. J.** (2010, October). *Best Practices for Teaching Science to English Language Learners*. Denton County Teachers, Denton, TX.
- Mohr, K. A. J., & Putman, R.*** (2010, August). *Developing the Beginning Reader Brain: What to Know, What to Do*. Methodist Kindergarten Association, Plano, TX.
- Mohr, K. A. J.** (2007, April). *Everything I Needed to Learn I Did Not Learn in Kindergarten*. Phi Delta Kappa Chapter Meeting. Denton, TX.
- Mohr, K. A. J.** (2004, August). *Building Vocabulary and Increasing Comprehension Among English Language Learners*. Grapevine-Colleyville ISD, Grapevine, TX.
- Mohr, K. A. J.** (2004, March). *Making English and Accelerated Language: Ideas for Classroom Teachers*. Lewisville ISD. The Colony, TX.
- Mohr, K. A. J.** (2003, November). *Guided Writing for English Language Learners—A Demonstration*. McKinney High School, McKinney, TX.
- Mohr, K. A. J.** (2003, October). *Guided Writing for English Language Learners—A Demonstration*. Grapevine-Colleyville ISD, Grapevine, TX.
- Mohr, K. A. J.** (2002, October). *Building Blocks for Accelerating English Language Learners*. Grapevine-Colleyville ISD, Grapevine, TX.
- Mohr, K. A. J.** (2000, January). *Doing What Good Readers Do: Facilitating Reading Comprehension with Transactivities*. Panter Elementary School, Hiram, GA.
- Mohr, K. A. J.** (1999, October). *Should I or Shouldn't I?: Referring ESL Students*. Marietta City Schools, Marietta, GA.
- Mohr, K. A. J.** (1999, April). *Making Meaning: Facilitating Reading Comprehension in Emergent Readers*. Hiram Elementary School, Hiram, GA.
- Mohr, K. A. J.** (1999, April). *So What Should I Do?: Questioning Your Effectiveness in Meeting the Needs of LEP Students*. Dealing with Diversity in the Classroom Conference, Kennesaw State University, Kennesaw, GA.
- Mohr, K. A. J.** (1999, March). *Some Shoulds and Coulds of Classroom Phonics*

Instruction. The Kennesaw Association of Student Educators, Kennesaw State University, Kennesaw, GA.

Mohr, K. A. J. (1998, December). *Reading Strategies Seminar*. The Kennesaw State University Chapter of the Student Professional Association of Georgia Educators, Kennesaw State University, Kennesaw, GA.

Mohr, K. A. J. (1998, October). *Improving Your Child's Reading Comprehension*. Birney Elementary School PTA Parents' Workshop, Smyrna, GA.

Mohr, K. A. J. (1998, September). "May I Buy a Vowel: Teaching Phonics Effectively." The Kennesaw Association of Student Educators' Workshop, Kennesaw State University, Kennesaw, GA.

Mohr, K. A. J. (1998, January). *Facilitating the Needs of ESL Students in the University Classroom*. The Center for Excellence in Teaching Annual Workshop. Kennesaw State University.

Mohr, K. A. J. (1996, January). *Enhancing Questioning Strategies*. Staff Development Workshop. South Ward Elementary School, Longview, TX.

Mohr, K. A. J. (1995, February). *Teacher's Facilitation of Students' Recreational Reading Selections*. The Winter Workshop for Teachers, Piney Woods Reading Council, Longview, TX.

Mohr, K. A. J. (1989, December). *Parents' Workshop: Enriching Homework*. Imperial Schools, Pasadena, CA.

Mohr, K. A. J. (1988, October). *Parents' Workshop: Math Strategies*. Imperial Schools, Pasadena, CA.

Mohr, K. A. J. (1987, February). *A Way with Words*. The Infant & Parent Learning Center, Pasadena, CA.

PROFESSIONAL INVOLVEMENT AND SERVICE

Editorships

2002-2005

Reading Research and Instruction (College Reading Association),
Co-editor, in collaboration with Diane Allen, Alexandra Leavell, and Janelle Mathis

1996-2000

Language Experience Special Interest Group of IRA (LESIG)
Language Experience Forum, Co-editor of newsletter

1994-1997

Piney Woods Reading Council, Affiliate of the International Reading Association
D.E.A.R. Reader Newsletter, Editor

Membership in Professional Organizations

- 2017- Society for the Scientific Studies of Reading (SSSR)
- 2008- 2017
Association of Literacy Educators and Researchers
Literacy Researchers Association
- 2004- 2008
American Educational Research Association (AERA)
- 2003-2008
International Dyslexia Association
- 1994 - 2004
Language Experience Special Interest Group of IRA (LESIG)
Balanced Reading Association (Special Interest Group of IRA)
- 1993 - present
International Reading Association (IRA)
- 1992 - 2004
Teaching English to Speakers of Other Languages (TESOL)

State

- 2000-2007
Texas Teacher Educators (TTE)
- 1998 – 2000
Professional Association of Georgia Educators (PAGE)

Honors/Awards

National

- 2015 Albert J. Mazurkiewicz ALER Special Services Award
- 2005 115 Outstanding Alumni of the College of Education and Human Services, Texas A & M University--Commerce
- 2003 Academic Keys Who's Who in Education
- 1988 Who's Who in American Education, The National Reference Institute

Local/University

- 2021 TEAL Graduate Student Mentor Award
- 2018 TEAL Researcher of the Year
- 2011 Award Plaque for Contributions to the Bilingual and ELS Teacher Certification Program
- 2010 Senior Faculty Research Excellence Award, Department of Teacher Education and Administration
- 2009 Outstanding Service Award, Department of Teacher Education and Administration
- 2004 Outstanding Teaching Award, Department of Teacher Education and Administration
- 2003 Outstanding Research Award, Department of Teacher Education and Administration

- Administration
- 2003 Outstanding Instructor recognized by the Zeta Sigma Chapter of Kappa Kappa Gamma
 - 2002 Distinguished Alumni Award, Department of Elementary Education, Texas A&M University--Commerce
 - 2000 Identified as Most Influential Professor by Outstanding Senior Student
 - 1999 Identified as Most Influential Professor by Outstanding Senior Student
Nominated for Distinguished Teaching Award by students at Kennesaw State University
 - 1999 Recipient of Nontraditional Student WINGS Award for Mentoring, Kennesaw State University
 - 1998 Recipient of Nontraditional Student WINGS Award for Mentoring, Kennesaw State University
 - 1998 Nominated for Distinguished Teaching Award by students at Kennesaw State University
 - 1996 Teacher of the Month, Faculty at South Ward Elementary, Longview ISD

Service

National (Nominations)

- 2013 Nominated for ALER Service Award
- 2011 Nominated for ALER Service Award
- 2010 Nominated for ALER Service Award
- 2010 Nominated for IRA Board of Directors

Offices and Committee Assignments in Professional Organizations

Offices Held

- 2012-2015 Chair of the Resolutions and Rules Committee of the Association of Literacy Educators and Researchers
- 2008-2012 Executive Secretary of the Association of Literacy Educators and Researchers
Member of the ALER Executive Committee and Board of Directors
Program Reviewer for Association of Literacy Educators and Researchers
- 2005-2008 Executive Secretary of the College Reading Association
Member of the Executive Committee and Board of Directors

Journal Editorships

- 2002-2005 Co-editor of *Reading Research and Instruction* (In collaboration with Diane Allen, Alexandra Leavell, and Janelle Mathis)
- 1996-2003 Language Experience Special Interest Group of IRA (LESIG)
Language Experience Forum, Co-editor of Newsletter

Journal Reviewer

- 2017-Present Reviewer for the *Early Childhood Education Journal*

- 2013-Present Reviewer for *Journal of Educational Research*
Reviewer for *The Teacher Educator*
- 2009-Present Reviewer for *Reading Research Quarterly*
- 2007-Present Reviewer for *Literacy Research and Instruction*
- 2013-2016 Reviewer for *Texas Literacy*
- 2009-2011 Reviewer for *Tapestry Journal*
- 2003-2012 Reviewer for *The Reading Teacher*
- 2004-2010 Reviewer for *National Reading Conference Yearbook*
- 2000-2008 Reviewer for *Journal of Literacy Research*
Reviewer for *Teacher Education and Practice*
Reviewer for *Balanced Reading Instruction Journal*
Reviewer for *College Reading Association Yearbook*

External Reviewer

- 2019 Promotion from Assistant to Associate Professor University of South Carolina
- 2017 Promotion from Assistant to Associate Professor Northern Illinois University
- 2015 Promotion from Assistant to Associate Professor Department of Literacy and
Elementary Education, Northern Illinois University
- 2009 Promotion from Assistant to Associate Professor Department of Childhood
Education, University of North Florida.

Grant Reviewer

- 2014-2016 Reviewer for ALER Literacy Teacher Grant
- 2010-2013 Grant Proposal Reviewer for IRA Elva Knight Research Grant Committee
- 2010-2013 Studies and Research Grants Subcommittee of the International Reading
Association.
- 2010-2013 Teacher as Researcher Grant Subcommittee of the International Reading
Association.

State

- 1997-2000 Professional Association of Georgia Educators (PAGE)
Student Advisor of KSU-SPAGE

Local

- 2013-2014 Volunteer at Bridger Elementary School, Logan, UT, First-grade Spanish

- immersion program.
- 2013-2014 Volunteer and Board member of the Cache Refugee and Immigrant Connection.
- 2008-2009 Member of the Campus Improvement Team for Christie Elementary School, Frisco Independent School District, Frisco, TX
- 2008-2009 Volunteer Tutor at Christie Elementary School, Frisco Independent School District, Frisco, TX
- 1994-1997 Piney Woods Reading Council
D.E.A.R. Reader Newsletter, Editor

Credentials

Certifications:

- 1991 Elementary General Teaching Certificate, Texas
English as a Second Language Endorsement
Early Childhood Education Endorsement
- 1984 Multiple Subject Life Credential K-12, California
- 1980 Multiple Subject Preliminary Credential K-12, California

INSTRUCTIONAL ACTIVITIES

Student Advisement

Doctoral Students N=34 (16 as Chair or Co-chair

2020	Kalie Chamberlain	Committee Member	PhD
2020	Lori Qian	Committee Member	PhD
2020	Lorissa Nelson	Committee Member	PhD
2019	Hsaiomei Tsai	Committee Chair	PhD
2019	J. Eric Campbell	Committee Member	PhD Graduated 2022
2018	Petra Chou	Committee Chair	PhD
2018	Sara Gailey	Committee Co-Chair	PhD
2018	Nick Harris	Committee Member	PhD
2018	Jacob Downs	Committee Chair	PhD Graduated 2021
2017	Rachel Reeder	Committee Member	PhD
2017	Donny Anderson	Committee Member	PhD Graduated 2019
2016	Guoqin Ding	Committee Co-Chair	PhD
2016	Jeff Gunther	Committee Co-Chair	PhD Graduated 2018
2016	Carla Orellana	Committee Member	PhD Graduated 2020
2016	Jared Collette	Committee Member	PhD Graduated 2019
2015	Teresa Kohlmeier	Committee Chair	PhD Graduated 2018
2014	Bryce Day	Committee Chair	PhD Graduated 2017
2014	Stephanie Juth	Committee Chair	PhD
2014	Lisa Brown	Committee Member	PhD Graduated 2017
2013	Alayne Leavitt	Committee Chair	PhD Graduated 2018
2013	Michelle Flory	Committee Member	PhD
2017		Assumed Role of Chair	Graduated 2020
2013	Dustin Drake	Committee Member	PhD. Graduated 2017
2013	Dinah Scott	Committee Chair	PhD Graduated 2019

2011	Chase Young	Committee Chair	PhD Graduated 2012
2010	Russell Ruffu	Committee Chair	EdD Graduated 2012
2008	Amie Sarker	Committee Chair	PhD Graduated 2012
2005	Rose Levy-Brenner	Committee Member	PhD Graduated 2012
2006	Violet Dickson	Committee Member	PhD Graduated 2010
2008	John Ringhauser	Committee Member	PhD Graduated 2009
2007	Sharon Huang	Committee Member	PhD Graduated 2009
2005	2006 Paradee Praphrueptkj	Committee Member	PhD International
2004	Karen Norris	Committee Member	PhD Graduated 2008
2004	Kyung Hong	Committee Member	PhD Graduated 2008
2002	Georgia Nemeth/TWU	Committee Member	PhD Graduated 2005
2001	Joan Williams/TWU	Committee Member	PhD Graduated 2002

Graduate Theses N=6

Utah State University

2018	Samantha Winward	Committee Member	Communic. Disorders
2015	Pamela Reutzell	Committee Chair	M.S. Elementary Education, Plan A Graduated 2015

University of North Texas

2004	Natalie Ridley	Committee Member	M.Ed. Graduated
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Kennesaw State University

2000	Jennifer Boucher	Thesis Chair,	M. Ed. Graduated
2000	L. Kay King	Committee Member,	M. Ed. Graduated
1998	Jill Galasso	Committee Member,	M. Ed. Graduated

Undergraduate

Fall 1999	Robin Morrow	Directed Study of Children's Literature Promoting Elementary School Mathematics
Spring 2000	Melissa Gometz	Directed Study of Emergent Literacy Pedagogy
Spring 2000	Laurie Thompson	Directed Honors Capstone Experience Investigating Lesson Frames for Improving Elementary School Instruction
1997-2000	61-88 Undergraduate	Student Advisees

Developing Scholar Mentorship

2004-2005	Barbara Moran	Directed Study of the Self-Concepts in School
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Other Instructional Related Activities

Utah State University

Spring 2019	TEAL	Dinah Scott (Revalidation)
Summer 2017	TEAL	Bryce Day (Revalidation)
Spring 2017	TEAL	W. Eric Strong (Revalidation) Consultant

Fall 2016	TEAL	Eric Jorgensen (Revalidation) Consultant
Fall 2105	TEAL	Deborah Sheridan (Revalidation)
Fall 2013	TEAL 6570	Danell Mieure (Revalidation)

Independent Studies

Fall 2020	TEAL 7900	Petra Chou
Spring 2017	TEAL 7900	Stephanie Juth
Spring 2017	TEAL 7900	Jared Collette
Spring 2016	TEAL 6900	Lisa Velarde
Fall 2015	TEAL 7900	Bryce Day
Spring 2015	TEAL 7900	Alayne Leavitt
Spring 2015	TEAL 7900	Bryce Day
Fall 2014	TEAL 7900	Alayne Leavitt
Fall 2014	TEAL 7900	Eric Strong
Fall 2014	TEAL 6900	Pamela Reutzell

University of North Texas

Special Problems

Spring 2011	EDRE 6900	Teddi Martin
Spring 2011	EDRE 6030	Adelita Baker
Summer 2010	EDRE 6900	Chase Young
Summer 2010	EDRE 6900	Rebecca Putman
Spring 2009	EDRE 5900	Li Wei Sun
Fall 2008	EDRE 6900	Mandy Stewart
Spring 2008	EDRE 5900	Vanessa Logue
Fall 2007	EDRE 6900	Tami Morton
Summer 2007	EDRE 4870	Lori Melton
Spring 2006	EDRE 6900	Laurie Youngblood
Fall 2005	EDRE 6900	Daphney Leann Curry
		Joan Curtis
Spring 2005	EDRE 5900	Catherine Pronske
Summer 2004	EDRE 5900	Kristy Keating
		Renee Davis
Summer 2002	EDRE 5900	Linda Norsworthy
Summer 2001	EDRE 5900	Gavin Gathright
Fall 2000	EDRE 5900	Sharon Dowdey

Instructional Assignments

Graduate

Sixteen Different Graduate Courses Taught at Utah State University

Spring 2022	TEAL 7310	Theories of Teaching and Learning
	TEAL 6780	Assessment for English Learners
	TEAL 6320	Theories and Models of Literacy
Fall 2021	TEAL 7015	Orientation to Educational Research
Summer 2021	TEAL 7321	Foundations of Language and Literacy
	TEAL 6570	Advanced Comprehension Instruction

Spring 2021	TEAL 6780	Assessment for English Learners
	TEAL 6320	Theories and Models of Literacy
Fall 2020	TEAL 7015	Orientation to Educational Research
	TEAL 7326	Designing and Conducting Literacy Research: Capstone
	TEAL 7327	Literacy Research Apprenticeship
	TEAL 7900	Independent Study
Summer 2020	TEAL 6570	Advanced Comprehension Instruction
	EDUC 7670	Literature Reviews for Education and Psychology
Spring 2020	TEAL 6320	Theories and Models of Literacy
	TEAL 6780	Assessment for English Learners
Fall 2019	TEAL 7015	Orientation to Educational Research
Summer 2019	TEAL 7321	Foundations of Language and Literacy
	TEAL 6570	Advanced Comprehension Instruction
	TEAL 5560	Assessment for English Learners
Spring 2019	TEAL 7310	Theories of Teaching and Learning
	TEAL 6320	Theories and Models of Literacy Research
Summer 2018	EDUC 7670	Literature Reviews for Educational and Psychology
	TEAL 6570	Advanced Comprehension Instruction
Fall 2017	TEAL 6320	Theories and Models of Literacy Research (Ogden ISD Cohort)
Summer 2017	TEAL 7321	Foundations of Language and Literacy
	TEAL 6570	Advanced Comprehension Instruction
Spring 2017	TEAL 6785	Instructional Practices for English Learners
	TEAL 6320	Theories and Models of Literacy Research
Fall 2016	TEAL 7015	Orientation to Educational Research
	TEAL 6780	Assessment for Language Learners
Summer 2016	TEAL 6570	Advanced Comprehension Instruction
Spring 2016	TEAL 6320	Theories and Models of Literacy Research
Fall 2015	TEAL 7810	Doctoral Orientation Seminar
	TEAL 6780	Assessment for Language Learners
Summer 2015	TEAL 7321	Foundations of Language and Literacy
Spring 2015	TEAL 6320	Theories and Models of Literacy Research
	TEAL 6570	Advanced Comprehension Instruction
	TEAL 6970	Thesis
Fall 2014	TEAL 7810	Orientation to Educational Research
	TEAL 7810	Special Topics: Online Literacy Colloquium
Summer 2014	TEAL 6770	ESL Instruction Methods
	TEAL 6780	Assessment for Language Learners
Spring 2014	TEAL 6570	Advanced Comprehension Instruction
	TEAL 6780	Assessment for Language Learners
Fall 2013	TEAL 7321	Foundations of Language and Literacy
	TEAL 6780	Assessment for Language Learners
Summer 2013	TEAL 6770	ESL Instruction Methods
	TEAL 6780	Assessment for Language Learners
Spring 2014	TEAL 6570	Advanced Comprehension Instruction
	TEAL 6780	Assessment for Language Learners
Fall 2012	TEAL 6780	Assessment for Language Learners

University of North Texas
 Summer 2012 EDRE 5070 Literacy Development for ELLs
 Spring 2012 EDRE 5070 Literacy Development for ELLs
 Fall 2011 EDRE 6080 Evolution of Literacy Research
 Fall 2011 EDRE 5370 Advanced Reading Theory
 Summer 2010 EDRE 5190 Assessment of Special Populations
 Summer 2010 EDRE 5070 Literacy Development for ELLs
 Spring 2011 EDRE 6100 Academic Authorship
 Spring 2011 EDRE 5070 Literacy Development for ELLs
 Fall 2010 EDRE 6080 Evolution of Literacy Research
 Fall 2010 EDRE 5370 Advanced Reading Theory
 Summer 2010 EDRE 5190 Assessment of Special Populations
 Summer 2010 EDRE 5070 Literacy Development for ELLs
 Spring 2010 EDRE 5070 Literacy Development for ELLs
 Spring 2010 EDRE 6090 Reading and Cognition
 Summer 2009 EDRE 5190 Assessment of Special Populations
 Fall 2008 EDRE 6080 Evolution of Literacy Research
 Fall 2007 EDRE 5370 Theoretical Foundations of Reading
 Summer 2007 EDRE 5190 Assessment of Special Populations
 Summer 2007 EDRE 5070 Literacy Development for ELLs
 Summer 2007 EDRE 5585 Teaching Reading and Other Language Arts in Bilingual Education
 Spring 2007 EDRE 6100 Seminar: Writing for Publication
 Fall 2006 EDRE 5370 Theoretical Foundations of Reading
 Summer 2006 EDRE 5190 Assessment of Special Populations
 Summer 2005 EDRE 5190 Assessment of Special Populations
 Spring 2005 EDRE 6100 Literacy and Student Efficacy
 Summer 2003 EDRE 5190 Assessment of Special Populations
 Spring 2002 EDEE 5060 Advanced Studies in Elementary School Language Arts

Nine Different Graduate Courses Taught at UNT

Overall Mean from Graduate Student Evaluations 4.77/5.0
Average Number of Graduates in Each Course 9.46

Undergraduate Courses Taught

Utah State University

<u>Term</u>	<u>Course</u>	<u>No. of Students</u>
Spring 2014	TEAL 4780	15
	ELED 4030	18
Fall 2013	TEAL 4780	20
Summer 2013	TEAL 4780	12
Spring 2013	TEAL 4780 Assessment of ELLs	14
	ELED 4030 Teaching Language Arts	24
Fall 2012	ELED 4030 Teaching Language Arts	22
	TEAL 4780 Assessment of ELLs	20

The University of North Texas

<u>Term</u>	<u>Course</u>
Spring 2012	EDRE 4450 Reading and Writing, Birth to Grade 4
Spring 2009	EDBE 4490 Teaching ESL: Strategies & Resources EDBE 4490 Teaching ESL: Strategies & Resources
Fall 2008	EDRE 4840 Linguistically Diverse Learners
Spring 2008	EDRE 4450 Reading and Writing, Birth to Grade 4 EDRE 4840 Linguistically Diverse Learners EDBE 4490 Teaching ESL: Strategies & Resources
Fall 2007	EDRE 4840 Linguistically Diverse Learners EDRE 4840 Linguistically Diverse Learners
Summer 2007	EDRE 4850 Assessment and Evaluation of Reading
Spring 2007	EDRE 4840 Linguistically Diverse Learners EDRE 4450 Reading and Writing, Birth to Grade 4
Fall 2006	EDRE 4840 Linguistically Diverse Learners EDRE 4840 Linguistically Diverse Learners
Summer 2006	EDRE 4840 Linguistically Diverse Learners EDRE 4850 Assessment and Evaluation of Reading
Spring 2006	EDRE 4450 Reading and Writing, Birth to Grade 4 EDRE 4450 Reading and Writing, Birth to Grade 4 EDRE 4850 Assessment and Evaluation of Reading
Fall 2005	EDRE 4450 Reading and Writing, Birth to Grade 4 EDRE 4850 Assessment and Evaluation of Reading
Summer 2005	EDRE 4840 Linguistically Diverse Learners
Spring 2005	EDRE 4850 Assessment and Evaluation of Reading
Fall 2004	EDRE 4850 Assessment and Evaluation of Reading EDRE 4850 Assessment and Evaluation of Reading
Summer 2004	EDRE 4840 Linguistically Diverse Learners EDRE 4850 Assessment and Evaluation of Reading
Spring 2004	EDRE 4840 Linguistically Diverse Learners EDRE 4850 Assessment and Evaluation of Reading EDRE 4850 Assessment and Evaluation of Reading
Fall 2003	EDRE 4840 Linguistically Diverse Learners EDRE 4450 Reading and Writing, Birth to Grade
Summer 2003	EDRE 4840 Linguistically Diverse Learners
Spring 2003	EDRE 4840 Linguistically Diverse Learners EDRE 4840 Linguistically Diverse Learners EDRE 4810 Second Language Acquisition Theories and Processes
Fall 2002	EDRE 4840 Linguistically Diverse Learners EDRE 4840 Linguistically Diverse Learners EDRE 4850 Assessment and Evaluation of Reading
Summer 2002	EDRE 4840 Linguistically Diverse Learners EDRE 4840 Linguistically Diverse Learners
Spring 2002	EDRE 4840 Linguistically Diverse Learners

	EDRE 4840 Linguistically Diverse Learners
Fall 2001	EDRE 4840 Linguistically Diverse Learners
	EDRE 4840 Linguistically Diverse Learners
	EDRE 4850 Assessment and Evaluation of Reading
Summer 2001	EDRE 4820 Teaching Reading K-12
	EDRE 4820 Teaching Reading K-12
Spring 2001	EDRE 4820 Teaching Reading K-12
	EDRE 4820 Teaching Reading K-12
	EDRE 4860 Reading and Language Arts
Fall 2000	EDRE 4820 teaching Reading K-12
	EDRE 4860 Reading and Language Arts
	EDRE 4860 Reading and Language Arts

Seven Different Undergraduate Courses Taught at UNT

Overall Mean from Undergraduate Student Evaluations	4.44/5.0
Average Number of Undergraduates in Each Course	28.6
Average Number of Undergraduates Per Semester	67.3

Kennesaw State University

Graduate

Summer 2000	EDUC 7783	Methods and Materials for ESOL
Spring 2000	EDUC 7731	Literacy in the School Program
Summer 1999	EDUC 7783	Methods and Materials for ESOL

Undergraduate

Summer 2000	ECE 3360	Teaching Reading and Writing
Spring 2000	ECE 3364	Children's Literature
	ECE 4404	Teaching Language Arts in Early Childhood Education Supervision of 8 TOSS Practicum Students
Fall 1999	EDUC 3302	Curriculum and Assessment
	ECE 3364	Children's Literature
	ECE 3364	Children's Literature
	ECE 4404	Teaching Language Arts in Early Childhood Education Supervision of 10 TOSS Practicum Students
Spring 1999	EDUC 3302	Curriculum and Assessment
	EDUC 3302	Curriculum and Assessment
	ECE 3364	Children's Literature
	ECE 4404	Teaching Language Arts in Early Childhood Education Supervision of 11 TOSS Practicum Students
Fall 1998	ECE 3364	Children's Literature
	ECE 4404	Teaching Language Arts in Early Childhood Education
	ECE 4404	Teaching Language Arts in Early Childhood Education

Supervision of 19 TOSS Practicum Students

Summer 1998	ECE 308 ECE 364	Classroom and Behavior Management Children's Literature
Spring 1998	ECE 302 ECE 360 ECE 404	Curriculum and Instructional Design for Early Childhood Education Introduction to Reading and Language Arts Teaching Language Arts in Early Childhood Education Supervision of 8 TOSS Practicum Students
Winter 1998	ECE 302 ECE 364 ECE 404	Curriculum and Instructional Design for Early Childhood Education Children's Literature Teaching Language Arts in Early Childhood Education Supervision of 7 TOSS Practicum Students
Fall 1997	ECE 302 ECE 364 ECE 473	Curriculum and Instructional Design for Early Childhood Education Children's Literature Supervision of 3 Student Teachers

New Course Development, Preparations, and Major Course Revisions

Graduate

Utah State University 10 Graduate Course Preparations (3 Undergraduate Preparations Since 2012)

TEAL 7310 Theories of Teaching and Learning (Spring 2019) Reviewed the course as taught by another instructor, solicited input from TEAL faculty and former students. Met with faculty to revised course objectives and assignments. Read and selected required and suggested readings.

EDUC 7670 Literature Reviews for Educational and Social Sciences (Summer 2019) Reviewed course as taught by other instructors. Revised course for a shorter summer section. Served 14 students from four doctoral concentrations.

TEAL 6785 Instructional Practices for English Learners (Spring 2017) Designed in response to the Utah Board of Education's requirement of a greater focus on research-based pedagogical methods that support the academic achievement of English Learners. The course requires the development and delivery of Thematic Unit and documented hours of instruction with English Learners.

TEAL 6320 Theories and Models of Literacy (Spring 2015) Developed course objectives to explore paradigms and models that shape theories of literacy, literacy research, and literacy instruction. Designed assignments for

students to explore how various perspectives on literacy that can broaden to maximize reading and writing processes.

TEAL 7015 Orientation to Educational Research (Fall 2014; renumbered 7015 in Fall 2016)

Reorganized the seminar to present topics of introduction for new doctoral students and invite TEAL graduate faculty to present their research to students. Supported students in the completion of educational research reviews and the expectations of early career faculty.

TEAL 7810 Special Topics: Online Literacy Colloquium (Fall 2014)

Developed an online discussion of seminal literacy research. Posted selected articles chronologically to initiate dialogue among the Literacy Education and Leadership candidates. Monitored comments and shared additional readings to promote an historical understanding of literacy research. Encourage reflection and personal processing of literacy perspectives.

TEAL 7321 Foundations of Language and Literacy (Spring 2014)

Developed course objectives, selected text, designed assignments to develop the depth and breadth of doctoral students' knowledge of language and literacy development, with a focus on research methods and findings.

TEAL 6770 ESL Instructional Methods (Summer 2013)

Developed course for graduate, primarily ARL candidates; worked with adjunct hired to teach the undergraduate section. Focused on SIOP method and research-recommended practices and employment of strategies to support ELs' language and content learning. Utilized back-channeling to promote student interaction.

TEAL 6570 Advanced Comprehension Instruction (Spring 2013)

Developed course for M. Ed. students seeking to be reading specialist. The small group affords discussion and comparison of popular instructional activities and research recommendations related to reading comprehension, vocabulary development, and student engagement. Students are challenged to analyze their classroom experiences and consider ways to integrate more sophisticated literacy instruction.

TEAL 6780 Assessment for Language Learners (Fall 2012)

Developed the course with a focus on graduate-level tasks and interaction with undergraduates. Graduate students prepare assessment case studies that undergraduate students analyze. Additionally, graduate students demonstrate language proficiency assessments to undergraduates and give feedback on curriculum-based assessments.

University of North Texas

EDRE 5070 Literacy Development and English Language Learners (Summer 2010)

Revised the course to accommodate more students and added a real-time interaction component, using the Wimba feature.

EDRE 6090 Reading and Cognition (Spring 2010)

Developed and delivered course focusing on cognitive function and the reading processes. The course included a review of brain anatomy and neural networks, with a focus on centers of language processing. The course challenged students to broaden their understanding of language and literacy development, to relate external and internal factors related to efficient reading, to consider the cognitive aspects of digital literacies, and whether the digitally-oriented brain is a positive or negative evolution of the reading brain.

EDRE 5070 Literacy Development and English Language Learners (Summer 2009)

Used internal grant to develop online graduate course for master's level and post-baccalaureate students. The course addressed the current need for professional development for educators to support the language and literacy development of English language learners in mainstream classrooms. The online format included text reading, chapter summaries, discussion questions, chat room assignments, lesson planning, Internet resource evaluation. In preparation for the course, numerous new publications were reviewed and classroom scenarios prepared so that students could apply their knowledge to real-world situations. In addition, students monitored their own reading comprehension and evidenced technology skills via computer-generated graphic organizers for each assigned chapter.

EDRE 6080 Evolution of Reading Research (Fall 2008)

Developed course for doctoral students in the Federated UNT/TWU Reading Program. This is a required course for doctoral candidates in reading and a recommended course for doctoral candidates seeking a minor in reading. The course focuses on the history of literacy research over the past century with analysis of trends and issues related to epistemological stances of the reading process, research methodologies, seminal works in various literacy-related topics, and the critical evaluation of research that has shaped the field. The course requires extensive reading of historical texts, seminal works, a textbook, and T. Kuhn's *The Structure of Scientific Revolutions*.

EDRE 5070 Literacy Development for English Learners (Summer 2007)

Developed course for graduate, post-bac students seeking initial certification. In keeping with the departmental goal of equipping students to serve English language learners, the course exposes students to language acquisition theory, second-language literacy development, pedagogical techniques, and cultural diversity issues common in contemporary schools. The course served 14 students in its initial offering.

EDBE 5585 Teaching Reading and Other Language Arts in Bilingual Education (Summer 2007) This course has never been taught before at UNT. I was asked to

teach the course to assist the Bilingual Education program. It required me to interface with the Bilingual Education program faculty to offer a course focusing on literacy learning in first and second languages. The course served 8 students who would otherwise not be able to complete their degree program on schedule.

EDRE 6100 Writing for Publication (Spring 2007) Academic Authorship (Spring 2011)
Developed course for doctoral students across the College of Education to promote collaborative research, review of publication expectations, APA formatting, scholarly review format, and writing articles to submit for publication. A requirement of the course was to submit an article to an appropriate journal. All students did so and are awaiting editorial decisions.

EDRE 5370 Theoretical Foundations in Reading (Fall 2006)
Developed course with consideration for students who varied in their backgrounds and programs (i. e., Reading, Post-bac., C&I, etc.) Varied assignments to include technology, presentation, research reports, theory-to-practice connections, and conference highlights.

EDRE 6100 Literacy and Student Efficacy (Spring 2005)
Designed and offered a Special Topics course that involved graduate students in a funded research project. The nine doctoral students contributed to a literature review and annotated bibliography of best literacy practices for culturally and linguistically diverse learners. The course required students pursuing doctorates in reading to read outside their fields of interest to better understand the psychology of motivation and student engagement. The course examined motivation theory and related it to readers' and writers' sense of efficacy and the role that teachers play in developing motivated, literate learners. Students in the course completed readings, led topic discussions, and conducted a self-selected, exploratory study related to literacy and motivation.

EDRE 5190 Advanced Reading Assessment (Summer 2003)
Supervised clinical, case-study, team approach toward assessment and evaluation at the Child and Family Resource Clinic in which students assessed and tutored poor readers with various etiologies, revised the course to include assessment and instructional interventions for struggling and dyslexic readers to comply with NCATE recommendations.

EDEE 5060 Advanced Studies in Elementary School Language Arts (Spring 2002)
Revised course syllabus to align more fully with revised Master of Education in Reading program, its focus on Literacy Leadership and the Professional Portfolio, and evolving NCATE standards.

Kennesaw State University

EDUC 7731 Literacy in School Programs (Spring 2000)

EDUC 7783 Methods and Materials for ESOL (Summer 1999)

Revised course as part of a Summer Institute and incorporated a field experience

components

Undergraduate

Utah State University

TEAL 4745/6745 Second Language Acquisition (Fall 2017)

Currently under development to focus on language acquisition and development as an aspect of diversity to inform undergraduate students and initiate educators to the needs of English Learners in contemporary schools. The course will describe first language development and transfer what is understood about the language brain to an appreciation for students learning English and learning in English in American schools. The course will promote research-recommended practices for accelerating language competencies for linguistically and culturally diverse students across grade levels and subject areas.

EDEL 4030 Teaching Language Arts (Fall 2012)

Study of language development in children and the instructional applications in a practicum setting. An intensive writing, with an emphasis on spelling and composition. Coordinated instructional program with other Level III instructors, reviewed course components, interfaced with staff at Edith Bowen Laboratory School and supported students' Professional Portfolio development. Supervised three students in their practicum at Wilson Elementary School

TEAL 4780 Assessment of English Language Learners (Fall 2012)

A cross-listed course focusing on assessment of English language learners. I selected the text, considered the available assessments, reviewed assignment options, and coordinated the undergraduate and graduate components and the face-to-face and broadcast interactions. The course is an example of a hybrid offering and requires consideration of in-class and online activities and interaction.

University of North Texas

EDBE 4490 Teaching ESL: Strategies and Resources (Spring 2008)

In conjunction with the merge of the Reading and Bilingual/ESL programs, I assumed responsibility for this course. I have 36 graduate units in ESL coursework and worked as an ESL teacher and program coordinator in Texas public schools, so I was able to bring knowledge and experience to this course and the enrolled students. The course focused on the development of a thematic unit using the Sheltered Instruction Observation Protocol (SIOP). The students were challenged to differentiate their understanding of effective instruction of English language learners without relying on first-language interaction.

EDRE 4450 Reading and Writing, Birth to Grade 4 (Fall 2003)

This course focuses on reading and writing development in young learners. In addition to relating current theories about how youngsters become literate, I

presented, explained, and modeled literacy processes and instructional methods. I also incorporated a special phonics component that students appreciated because their own early reading instruction was dominated by the Whole Language approach. This course included 15 hours of classroom observation and student interaction. In addition to working to make the field placements, I supervised adjuncts teaching several section of the course.

EDEE 4810 Second Language Acquisition Theories and Processes (Spring 2003)
Initiated this course at the start of the semester to accommodate the initiates in the Elementary Bilingual Education program.

EDRE 4850 Assessment and Evaluation of Reading (Fall 2001)
Revised course to coordinate with the tutoring services provided by the Child and Family Resource Center. Updated assessment battery and included the development of a Diagnostic Literacy Profile that students complete and add to their undergraduate portfolios.

EDRE 4840 Linguistically Diverse Learners (Fall 2001)
Initial preparation of course following state re-certification guidelines: integrating WebCT component, incorporating PT3 Technology Infusion Grant; supervising adjunct instructors teaching the course.

EDRE 4820 Teaching Reading K-12 (Fall 2000)
Initial course preparation

EDRE 4860 Reading and Language Arts (Fall 2000)
Initial course preparation

Kennesaw State University

ECE 4404 Methods for Teaching Language Arts (Winter 1997)
This course was revised to include a strong field experience component in multicultural settings. My role included developing a field observation form and serving as a multicultural coach for students observing in diverse public school settings.

EDUC 3302 Curriculum and Assessment (Fall 1997)
In conjunction with a state-wide transition from the quarter to semester system, this curriculum course was revised to include general assessment theory and practice. (All course within the program were reevaluated and refined to improve the quality of teacher candidates.)

ECE 3364 Children's Literature (Fall 1997)
In collaboration with a service-learning grant, this course was revised to incorporate service-learning opportunities related to public school literacy programs.

Twenty-four new course preparations since Fall 1997; 16 new preparations at UNT.

**SERVICE TO UNIVERSITY/COLLEGE/DEPARTMENT/PROGRAM
& COMMUNITY**

University Service

University Committees at Utah State University		
Promotion Committee Member for (SI) in the Communicative Disorders and Deaf Education Department		2021-
Promotion Committee Member for (NJ) in the Communicative Disorders and Deaf Education Department		2021-
Tenure and Promotion Committee Member for (LN) in the Communicative Disorders and Deaf Education Department		2018-2020
Tenure and Promotion Committee Member for (SK) in the Languages, Philosophy, and Communication Studies Department		2014-2017
Faculty Senate		2013-2016
Faculty Evaluation Committee		2013-2016
University Committees at the University of North Texas:		
Teacher Advisory Council		2008-2012
One Book One Community Discussion Leader		2008-2009
University Forum on Teaching, Learning, and Assessment (UFTLA)		
Advisory Board Member		2001-2003
University Committees at Kennesaw State University:		
Undergraduate Program		1999-2000
General Education Council		1998-2000
Kennesaw State University Technology Collaborative		1998-2000

College Service

Emma Eccles Jones College of Education and Human Services		
Tenure and Advisory Committee Chair (AT)		2020-
Tenure and Advisory Committee Chair (KS)		2019-
Tenure and Advisory Committee Member (SB)		2018-
Tenure and Advisory Committee Member (DM)		2018-2020
Tenure and Advisory Committee Chair (MR)		2017-2021
Tenure and Advisory Committee Member (AH)		2017-2021
Tenure and Advisory Committee Member (AP)		2016-2021
Endowed Chair in Early Childhood Education Committee Member		2016-2017
Tenure and Advisory Committee Chair (JK)		2014-2016
College of Education, University of North Texas		
Assessment Committee		2010-2012
Research and Professional Development Committee		2010-2013
EPSY Assistant Professor Search Committee		2010

NCATE Steering Committee	2009-2010
Faculty Advisory Council	2006-2009
Professional Development Laboratory Advisory Committee	2004-2008
Information Technology and Resources Committee	2002-2007
Bilingual Educator Initiative, Convener	2002

Bagwell College of Education Committees:

NCATE Logistics Committee (Co-Chair)	1999-2000
Intellectual Vitality (Co-Chair)	1999-2000
P-16 Initiative	1998-2000
Technology Collaborative	1998-2000
Admissions & Academic Standing (Co-Chair, 1999-2000)	1997-2000

Department Service

Utah State University	
School of Teacher Education and Leadership	
Major Responsibilities	
Director of the Graduate Programs	2014—

As Director of Graduate Programs, I have overseen the management of a Ph.D. in Education program for 100+ students studying within five areas of concentrations on campus and at regional broadcast sites. More than 35 faculty advise these students across an interdisciplinary format. I am responsible for several annual processes including: admissions, annual reviews, comprehensive exams, as well as ongoing tasks related to recruitment, progress monitoring, reporting, and conducting meetings of the Graduate Program Advisory Committee I and the Graduate Faculty.

Interim Coordinator and Advisor for ESL Endorsement Program	2016-2018
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I am also currently responsible for coordination and advisement of students seeking the English as a Second Language Endorsement through our department. I communicate with prospective students, help schedule and assign eight courses, review students' applications, and communicate with the Utah State Board of Education regarding program requirements and accreditation issues.

TEAL Executive Committee Member	2019-2020
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Other USU Committee and Service Roles:

Professional Practice Assistant Professor Instructional Leadership Search Committee Chair	2021-2022
Tenure-Track Assistant Professor Instructional Leadership Search Committee Chair	2019-2020
Professional Practice Assistant Professor Instructional Leadership Search Committee Chair	2019-2020
TEAL Literacy Search Committee Member	2018-2019
TEAL English Language Education Search Committee Co-Chair	2016-2017
TEAL Leadership Team	2015--2017
TEAL Undergraduate Faculty Committee Member	2015--
TEAL Graduate Faculty Committee Chair	2015--

TEAL Graduate Program Advisory Committee Chair	2014--
Department Head Screening Committee	2013-2014
Doctoral Admissions Committee	2012--
Undergraduate Admissions Committee	2012--2015
University of North Texas	
Department of Teacher Education and Administration	
Student Affairs Committee	2011-2012
Open Rank Position for Language, Literacy, and Bilingual/ESL Education Search Committee Member	2010-2011
Graduate Programs and Policy Committee (Ad Hoc)	2010-2012
Lecturer for Language, Literacy, and Bilingual/ESL Education	2009-2010
Lecturer for Language, Literacy, and Bilingual/ESL Education Committee Chair	2009
Language, Literacy, and Bilingual/ESL Education Program Coordinator	2008-2010
Program Assessment Committee (Chair)	2008-2009
Tenure and Promotion Committee Member	2008-2011
Assistant Professor in Literacy and ESL Search Committee	2008-2009
Grievance Committee	2007-2010
Tenure and Promotion Committee (Substitute Member)	2007
Undergraduate Affairs Committee	2006-2009
Federation Committee for Bilingual Education	2004-2009
Department Chair Search Committee	2005-2007
Bilingual Search Committee	2005-2007
Scholarship/Awards Committee	2004-2008
Federation Committee for Reading	2004-2008
Lecturer in Curriculum & Instruction Search Committee, Member	2004
Director of Reading Services, Child and Family Resource Center	2003-2006
Lecturer in Reading Search Committee, Chair	2003
TEA Center of Excellence Committee	2004-2005
Category III Faculty and Dissertation Advisor	2001-
Bilingual Search Committee	2002-2003
Bilingual Certification Program Planning Committee	2002-2003
Social Committee	2000-2003
Student Affairs Committee	2000-2003
Undergraduate Programs	2000-2003
Department of Elementary and Early Childhood Education Committees at Kennesaw State University:	
Search Committee (Chair)	1999-2000
Tenure and Promotion	1997-2000
Parents' Community Forum	1997-2000
Supervisor for Graduate Assistant, TOSS Practicum Assessment Project	1999-2000
Appointed Mentor of Part-time Faculty Teaching	

Children's Literature and Curriculum & Assessment 1999-2000

Program Service

The University of North Texas
Department of Teacher Education and Administration, Reading Program
Master of Education in Reading Program Lead Advisor 2008-2012
NCATE SPA Report (Author) 2007-2009
ESL/Generalist EC-4 Post-baccalaureate Program
ESL/Generalist EC-4 Undergraduate Program
Doctoral Program Advisor 2004-2008
Advisor to Master's Level Students 2002-2008
Developer of Master's Degree Handbook 2002
NCATE Program Rejoinder, Advanced Reading Program (Author) 2002
NCATE Program Review, Advanced Reading Program (Author) 2000-2002

Department of Elementary and Early Childhood Education Committees
Kennesaw State University
Professional Standards Commission Continuing Accreditation Program Report—
Early Childhood Education, Initial and Advanced, (Author) 1999-2000
Quality Program/Assessment Committee 1999-2000
Quality TOSS Practicum Experience Committee
(Assessment Coordinator) 1999-2000
Early Childhood Education Curriculum Committee 1997-2000
Admissions Review Committee 1998-2000
Program Assessment Committee (Instrument Developer) 1997-2000
Early Childhood Education Program Handbook, Editor 1997-1998

Student/Student Organization Service

PRAXIS II Seminar (State Test Preparation Coordinator) 2000
KSU-SPAGE Advisor (Student Organization) 1998-2000

Professionally Related Community Service and Involvement

Local

Spanish-speaking Classroom Volunteer—First Grade
Bridger Elementary Dual-Language Immersion Program 2013--2014
Cache Refugee and Immigrant Connection 2013--2014
Board Member and Educational Volunteer
Christie Elementary School, Reading Tutor 2010-2011
Dallas Dyslexia Association 2003-2006
Cobb County Mentor at Big Shanty Elementary School 1997-1999
Big Shanty Family Read Night, Readers Theater Coordinator 1998-2000
Vaughan Elementary School Library Committee 2000