

CURRICULUM VITAE

PERSONAL INFORMATION

Nicole Pyle¹

Utah State University, School of Teacher Education and Leadership

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APPOINTMENTS

2017-present Associate Professor of Adolescent Literacy, Utah State University, School of Teacher Education and Leadership

2016-2017 Assistant Professor of Adolescent Literacy, Utah State University, School of Teacher Education and Leadership

2015-2016 Assistant Professor of Mild/Moderate Disabilities, San Diego State University, Department of Special Education

2011-2015 Assistant Professor of Adolescent Literacy, Utah State University, School of Teacher Education and Leadership

AREAS OF SPECIALIZATION

Interventions for youth with multiple risk indicators; reading difficulties/disabilities; dropout prevention; college readiness; inclusion; evidence-based practices; alternative education

EDUCATION

2009-2011 University of Texas at Austin, Institute of Education Sciences Postdoctoral Fellowship on Reading Disabilities and Response to Intervention (R324B080008), The Meadows Center for Preventing Educational Risk, The Dropout Prevention Institute

2008 Claremont Graduate University and San Diego State University, Doctorate of Philosophy (Ph.D.), with an emphasis in special education and policy studies
Dissertation: *A study of a response to intervention model for urban sixth-grade: Analyzing reading, language, and learning differences in tier 1 and tier 2*

2008 San Diego State University, California Level II Professional Clear Credential, Mild/Moderate Disabilities, K-12

2007 University of San Diego, Cross-cultural, Language, and Academic Development (CLAD) Certification

2004 San Diego State University, Master of Arts (M.A.), Secondary Curriculum and Instruction, with an emphasis in literacy
Thesis: *Curriculum development for students with learning disabilities in a general education Multicultural Literature 12th grade English course*

2002 University of Wisconsin at Madison, Bachelor of Science (B.S.), Special Education Teaching Credential, Cross-Categorical (LD, BD/ED, CD), K-12

¹ Formerly Block

PUBLICATIONS

Peer Reviewed Journal Publications

- Pyle, N., Hoskin, T. & Duffin, J.** (2021). Research informed recommended online instruction practices for adult education. [Manuscript accepted]. *COABE Journal*.
- Allen, K., Marx, S., & **Pyle, N.** (2021). Centering sustained silent reading in a middle school classroom. *The Utah Journal of Literacy*. www.utahliteracy.org
- *Brown, S., & **Pyle, N.** (2021). Self-questioning strategy instruction to enhance reading comprehension among secondary students *TEACHING Exceptional Children*, 53(6), 441-449. <https://doi.org/10.1177/0040059920976677>
- Pyle, N.** (2020). Review of *Race, Justice, and Activism in Literacy Instruction* (V. Kinloch, T. Burkhard, & C. Penn, Eds.). *Teachers College Record*. <https://www.tcrecord.org/Content.asp?ContentID=23294>
- Pyle, N., Pyle, D., & Mazzeo, C.** (2020). Policy and emerging research of evidence-based academic interventions in alternative high schools. *RAPSA Journal*. <https://rapsa.org/policy-and-emerging-research-of-evidence-based-academic-interventions-in-alternative-high-schools/>
- Pyle, N., Flower, A., *Williams, J., & Fall, A.** (2020). Social risk factors of institutionalized juvenile offenders: A systematic review. *Adolescent Research Review*, 5(2), 173-186. <https://doi.org/10.1007/s40894-019-00120-2>
- Pyle, N., *Vasquez, A. C., Lignugaris/Kraft, B., Gillam, S. L., Reutzell, D. R., *Olszewski, A., *Segura, H., *Hartzheim, D., *Laing, W., & *Pyle, D.** (2017). Effects of expository text structure interventions on comprehension: A meta-analysis. *Reading Research Quarterly*, 52(4), 469-501. <https://doi.org/10.1002/rrq.179>
- *Pyle, D., **Pyle, N., Lignugaris/Kraft, B., Duran, L., & *Akers, J.** (2017). Academic effects of peer-mediated interventions with English language learners: A research synthesis. *Review of Educational Research*, 87(1), 103-133. <https://doi.org/10.3102/0034654316653663>
- *Akers, J., **Pyle, N., Higbee, T., *Pyle, D., & *Gerencser, C.** (2016). A synthesis of script-fading effects with individuals with Autism Spectrum Disorder. *Review Journal of Autism and Developmental Disorders*, 3(1), 1-17. <https://doi.org/10.1007/s40489-015-0062-9>
- Pyle, N., Flower, A., Fall, A., & *Williams, J.** (2016). Individual-level risk factors of incarcerated youth. *Remedial and Special Education*, 37(3), 172-186. <https://doi.org/10.1177/0741932515593383>
- Wexler, J., **Pyle, N., & Fall, A.** (2015). Dropout prevention intervention with at-risk secondary students: A pilot study. *Preventing School Failure*, 59(3), 142-152. <https://doi.org/10.1080/1045988X.2013.876957>
- Wexler, J., Reed, D. K., **Pyle, N., *Mitchell, M., & Barton, E.** (2015). A synthesis of peer-mediated academic interventions for secondary struggling learners. *Journal of Learning Disabilities*, 48(5), 451-470. <https://doi.org/10.1177/0022219413504997>
- Pyle, N., & *Pyle, D.** (2014). Review of *The Principal's Handbook for Leading Inclusive Schools* by Causton, J., and Theoharis, G. *Education Review*.
- Wexler, J., **Pyle, N., Flower, A., *Williams, J., & *Cole, H.** (2014). A synthesis of academic interventions for incarcerated adolescents. *Review of Educational Research*, 84(1), 3-46. <https://doi.org/10.3102/0034654313499410>
- Wexler, J., & **Pyle, N.** (2012). Dropout prevention and the model-minority stereotype: Reflections from an Asian American high school dropout. *The Urban Review*, 44, 551-570. <https://doi.org/10.1007/s11256-012-0207-4>

- Pyle, N.** (2012). The influence of fidelity of implementation on the reading outcomes of middle school students experiencing reading difficulties. *Evidence-Based Communication Assessment and Intervention*, 6(2), 108-112.
<https://doi.org/10.1080/17489539.2012.735812>
- Pyle, N., & Vaughn, S.** (2012). Remediation of reading difficulties and response to intervention with secondary students. *Psychology in the Schools*, 49(3), 273-284.
<https://doi.org/10.1002/pits.21593>
- Pyle, N., & Wexler, J.** (2012). Preventing students from dropping out: Implications for practice. *Intervention in School and Clinic*, 47(5), 283-289.
<https://doi.org/10.1177/1053451211430118>
- *Solis, M., *Ciullo, S., Vaughn, S., **Pyle, N.**, *Hassaram, B., & *Leroux, A. (2012). Reading comprehension interventions for middle school students with learning disabilities: A synthesis of 30 years of research. *Journal of Learning Disabilities*, 45(4), 327-340.
<https://doi.org/10.1177/0022219411402691>
- Graves, A. W., Brandon, R., Duesbery, L., McIntosh, A. S., & **Pyle, N.** (2011). The effects of tier II literacy instruction in sixth grade: Toward the development of a response to intervention model in middle school. *Learning Disability Quarterly*, 34(1), 73-86.
<https://doi.org/10.1177/073194871103400105>
- Graves, A. W., Duesbery, L., **Pyle, N.**, Brandon, R., & McIntosh, A. (2011). Two studies of tier II literacy development: Throwing sixth graders a lifeline. *The Elementary School Journal*, 111(4), 641-661. <https://doi.org/10.1086/659036>
- Pyle, N.** (2011). Inclusion of letter knowledge, phonemic awareness, the alphabetic principle, and oral language is supported for early reading intervention for kindergarteners with language difficulties. *Evidence-Based Communication Assessment and Intervention*, 5(1), 19-23. <https://doi.org/10.1080/17489539.2011.588426>
- Pyle/Block, N.** (2008). A socioconstructivist tutor training model to support secondary inclusion. *LD Forum*. 2-4.
- * = Denotes student author

Chapters

- Wexler, J., & **Pyle, N.** (2013). Effective approaches to increase student engagement. In C. Franklin, M. B. Harris, & P. Allen-Meares (Eds.), *The school services sourcebook, second edition* (pp. 381-394). New York: The Oxford Press.
- Pyle/Block, N.** (2008). Communication and collaboration among team members ensures successful inclusion. In D. P. Bryant, D. D. Smith, & B. R. Bryant (Eds.), *Teaching students with special needs in inclusive classrooms* (p. 309). Boston: Allyn and Bacon.

Conference Proceedings

- Pyle, N., Pyle, D., & Mazzeo, C.** (2019). *A Systematic Review of Academic Interventions for Students in Alternative High Schools: A Review of Evidence under ESSA*. Alternative Accountability Policy Forum Proceedings. November 2019.
<https://onedrive.live.com/?authkey=%21AB7s%5FftIpmwjuH0&cid=F77567DD880D628E&id=F77567DD880D628E%21322&parId=F77567DD880D628E%21275&o=OneUp>
- Mazzeo, C., & **Pyle, N.** (2018). *Evaluation and Continuous Improvement in Alternative Education*. Alternative Accountability Policy Forum Proceedings. November, 2018.
<https://www.alternativeaccountabilityforum.org/aapfl8-proceedings.html>

- Pyle, N., & Brown, S. (2018). *Using Data to Assess and Teach Numeracy and Literacy*. Alternative Accountability Policy Forum Proceedings. November, 2018. <https://www.alternativeaccountabilityforum.org/aapf18-proceedings.html>
- Pyle, N., & Morales, P. (2018). *Equitable Access to Challenging Courses*. Alternative Accountability Policy Forum Proceedings. November, 2018. <https://www.alternativeaccountabilityforum.org/aapf18-proceedings.html>
- Pyle, N., *Brown, S., & Pyle, D. (2017). *A synthesis of academic interventions for students in alternative high schools*. Alternative Accountability Policy Forum Proceedings. November, 2017. <https://www.alternativeaccountabilityforum.org/aapf17-proceedings.html>
- Pyle, N., & *Brown, S. (2016). *Literacy for Access to College and Texts: Utah Alternative High Schools College Readiness Partnership*. Policy Forum Proceedings: Annual Alternative Accountability Policy Forum. November 2016. <https://www.alternativeaccountabilityforum.org/pace-proceedings.html>

Organization Newsletters

- Pyle, N. (2019). *Vocabulary practices to support learning before, during, and after reading* [Winter Newsletter]. Utah Alternative Education Association. <https://www.uaeahope.org/uaeanewsletters>
- Pyle, N. (2018). *Comprehension practices to support learning before, during, and after reading* [Fall Newsletter]. Utah Alternative Education Association. <https://www.uaeahope.org/uaeanewsletters>
- Pyle, N. (2018). *Evidence-based dropout prevention practices* [Winter Newsletter]. Utah Alternative Education Association. <https://www.uaeahope.org/uaeanewsletters>
- Pyle, N. (2017). *Participation and identification: Connecting your students to your school site* [Fall Newsletter]. Utah Alternative Education Association
- Pyle, N., & Wexler, J. (2011). *Dropout prevention practices* [Summer Newsletter]. Texas Council for Learning Disabilities.

Audiovisual and Audio Media

- Pyle, N., & Hoskin, T. (2021, September 8). *Research informed recommended online instruction practices for adult education*. [Video]. COABE.
- Pyle, N. (2021, March 31). *Supporting Secondary Literacy with Data-Based Individualization: A Case Example* [Webinar]. Colorado Department of Education and National Center on Intensive Interventions. <https://www.cde.state.co.us/calendar/supporting-secondary-literacy-with-data-based-individualization-a-case-example>
- Pyle, N. (2020, March 27). *High School Research* [Audio podcast; recorded]. Instead; USU Office of Research. <https://www.buzzsprout.com/440347>
- Bailey, T. R., Pyle, N., Madison-Harris, R., & Bradford, P. (2019, October 17). *High Leverage Practices: Supporting students with low-incidence disabilities in inclusive classrooms* [Webinar]. Southwest Regional Educational Laboratory. <https://ies.ed.gov/ncee/edlabs/regions/southwest/events/2019/high-leverage-practice.aspx>
- Pyle, N. (2019, May 22). *Bridge Research to Practice: Live With the Author* [Video]. Effects of expository text structure interventions on comprehension: A meta-analysis. *Reading Research Quarterly*.

https://ila.onlinelibrary.wiley.com/page/journal/19362722/homepage/rrqauthorinterviews#_blank

Reaching At-Promise Students Association. (2018, August 28). Alternative Accountability Policy Forum Education Conference [Video]. YouTube.

<https://www.bing.com/videos/search?q=SIA+Tech+videos&&view=detail&mid=9CEC3FEA91C4299E9E129CEC3FEA91C4299E9E12&&FORM=VRDGAR>

Curriculum Development

*Brown, S., Pyle, N., & Hoskin, T. (2016, May). *Literacy for Access to College and Texts (L-ACT)*. <https://stepupready2016.wixsite.com/utahstate>

Latinos in Action. (2015, August). *Latinos in Action College Readiness Curriculum*. Lead instructional designer of the college readiness curriculum. <http://www.latinosinaction.org>

*Peterson, R., Pyle, N., *Brignone, E., & Fargo, J. (2015, May). *Next Step: College Readiness Curriculum for Homeless Youth and Youth at Risk for Homelessness*.

<http://ebrignone.wix.com/nextstepproject#!about-us/cjg9>

Pyle, N., & Hoskin, T. (2014, April). *College PASS: A College Readiness Curriculum*. College Preparation, Access, Strategies for Success (College PASS) college readiness curriculum. www.collegepass.usu.edu

Sayre, L., Wexler, J., & Pyle, N. (2011). *Project GOAL: GOAL Session Curriculum*. Project GOAL Dropout Prevention Intervention Small Group Social Skills Curriculum.

Professional Development Materials

Utah State Board of Education. (2013, October). *Dropout Prevention in Utah* [Online]. pp. 41-46; <http://www.schools.utah.gov/prevention/DOCS/DropoutPrevention/WebBOOK2014.aspx>

Pyle, N. (2013, March). Identifying expository text structures. *Utah Special Educator* [Online]. Multi-Tiered System of Supports Edition. pp. 122-124; <http://essentiaeducator.org/wp-content/uploads/educator-pdf/March2013.pdf>

The Meadows Center for Preventing Educational Risk. (2011, July). *Project GOAL Advisor Response Tool* [Online]. <http://meadowscenter.org/projects/goal/art/>

The Meadows Center for Preventing Educational Risk. (2011, July). *Dropout Prevention Intervention Implementation Guide* [Online].

<http://www.meadowscenter.org/institutes/dropout/resources.asp>

Pyle/Block, N. F., Rossitto, A., & Reiss-Franklin, M. (2003). *Visual adaptations for a communication survey*. Matching Persons with Technology Institute, Inc.

Dissertation

Pyle/Block, N. F. (2008). *A study of a response to intervention model for urban sixth-grade: Analyzing reading, language, and learning differences in tier 1 and tier 2*. (Doctoral dissertation, Claremont Graduate University, Claremont, California.)

AWARDS AND HONORS

- 2020-present, Mentor for current Institute of Education Sciences (IES) Postdoctoral Fellows, invited
- 2019-present, National Dropout Prevention Center/Successful Practices Network Research Fellow

- 2011-present, Dropout Prevention Institute Fellow, The Meadows Center for Preventing Educational Risk, The University of Texas at Austin
- 2015 Invited speaker to the Utah Governor’s Education Excellence Commission, Salt Lake City, UT, *Effective Practices to Increase High School Graduation*
- 2014-2015, Researcher of the Year, School of Teacher Education and Leadership, Utah State University
- 2013 Single-Case Intervention Design and Analysis, Institute of Education Sciences Summer Research Training Institute
- 2010 Cluster Randomized Trials, Institute of Education Sciences Summer Research Training Institute
- 2009-2011 Institute of Education Sciences Postdoctoral Fellowship on Reading Disabilities and Response to Intervention in The Meadows Center for Preventing Educational Risk, The University of Texas at Austin, Principal Investigator Dr. Sharon Vaughn
- 2001, 2002 Roland W. Zinns Scholarship recipient, University of Wisconsin at Madison

GRANTSMANSHIP

2018-2019

Principal Investigator, *USU STARS! GEAR UP* (Utah State University Science Technology Arithmetic Reading Students Gaining Early Awareness and Readiness for Undergraduate Programs). U.S. Department of Education, Utah State University, Logan, UT
Principal Investigator: Pyle, N.
PI of One-Year Award: \$2,040,000
Seven-Year (2012-2019) Award: \$15,446,400

2015-2016

Principal Investigator, *Literacy for Access to College and Texts (L-ACT): Utah Alternative High Schools College Readiness Partnership*, StepUP READY. Utah State Office of Education, Utah State University, Logan, UT
Principal Investigator: Pyle, N.
One-Year Award: \$68,089

2015-2016

Co-Principal Investigator, *Project SPOKES (Sustaining Evidence-based Practices Of preK-22 Education Specialists)*, College of Education Improving Futures Fund, San Diego State University, San Diego, CA
Principal Investigator: Hall, L. J.
One-Year Award: \$23,346

2015-2016

Co-Coordinator (Mild/Moderate Small Group Reading Instruction Co-Coordinator and SPED 970 Co-Facilitator), *ADELANTE: Bilingual Special Education Teacher Preparation*, U.S. Department of Education, Office of English Language Acquisition, San Diego State University, San Diego, CA
Principal Investigator: Graves, A. W.
Five-Year (2013-2017) Award: \$2,000,000

- 2015-2016 **Co-Principal Investigator**, *Next Step: Increasing Access to Post-Secondary Education among Youth Experiencing and At-Risk for Homelessness in Utah*, Improving Preparation, Access, & Communities Together (ImPACT), U.S. Department of Education, College Access Challenge Grant Program (CACGP) Start-up Grant, Utah State University, Logan, UT
Principal Investigator: Fargo, J.
One-Year Award: \$76,050
- 2014-2015 **Principal Investigator**, *Evaluation of Check & Connect with Youth in Custody*, Utah State Office of Education, Utah State University, Logan, UT
Principal Investigator: Pyle, N.
Two-Year Award: \$30,000
- 2014-2015 **Co-Principal Investigator**, *From Streets to Scholars: An Educational Intervention for Homeless Youth*, Improving Preparation, Access, & Communities Together (ImPACT), U.S. Department of Education, College Access Challenge Grant Program (CACGP) Start-up Grant, Utah State University, Logan, UT
Principal Investigator: Fargo, J.
One-Year Award: \$136,845
- 2014-2015 **Principal Investigator**, *College PASS: Sustaining College Readiness Activities with Underrepresented Students across High Schools*, Pluralsight, Utah State University, Logan, UT
Principal Investigator: Pyle, N.
One-Year Award: \$1,000
- 2013-2014 **Principal Investigator**, *College PASS: Multiple-Cohort High School Expansion Project*, Improving Preparation, Access, & Communities Together (ImPACT), U.S. Department of Education, College Access Challenge Grant Program (CACGP) Expansion Grant, Utah State University, Logan, UT
One-Year Award: \$61,484
- 2012-2013 **Principal Investigator**, *College PASS (Preparation, Access, Strategies for Success)*, Improving Preparation, Access, & Communities Together (ImPACT), U.S. Department of Education, College Access Challenge Grant Program (CACGP) Start-up Grant, Utah State University, Logan, UT
One-Year Award: \$106,451

- 2012-2013 **Principal Investigator**, *A Student Engagement Curriculum for Students at Risk of Dropping Out at the Secondary Level*, Grant-writing Experience through Mentorship (GEM), Utah State University, Logan, UT
One-Year Award: \$5,000
- 2010-2011 **Director**, *Preventing School Dropout with Secondary Students: The Implementation of an Individualized Reading Intervention and Dropout Prevention Intervention*, National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education, The Meadows Center for Preventing Educational Risk, Austin, TX
Principal Investigator: Wexler, J.
Grant Number: R324A100022
Four-Year (2010-2014) Award: \$2,017,289
- 2009-2011 **Director**, *Preventing School Dropout with Secondary School Students*, The Greater Texas Foundation, The Meadows Center for Preventing Educational Risk, Austin, TX
Principal Investigator: Wexler, J.
Grant Number: 2556661
2008-2011, Three-Year Award: \$300,000
- 2006-2008 **Researcher and Pre-service Teacher Trainer**, *Project Achieve: Response To Intervention with Middle School Students*, U.S. Department of Education, San Diego State University, San Diego, CA
Principal Investigator: Graves, A. W.
Grant Number: H325K060356
Five-Year (2007-2011) Award: \$999,795

UNIVERSITY AND SCHOOL DISTRICT PARTNERSHIPS

Reading Endorsement and Masters of Education

- 2017-2019 **Director**, *Reading Endorsement Cohort I (17-18) and Cohort II (17-19) Partnership with Ogden School District*, Ogden School District K-6 teachers, Utah State University, Logan, UT
Revenue to USU: \$151,610 (to TEAL: \$134,970)
Recruited over 60% (10/14 in CI; 4/8 in CII) for MEd in Literacy with Graduation Rate of 50% in C1 and in CII to date, 100% retained in CI and CII

RESEARCH PARTNERSHIPS

- Research Alliance for Supporting Student Success, website underway of resources and intervention research of effective practices to support high school student success, in preparation

- National Alternative Education Association (NAEA), research evaluating exemplary practices in alternative education settings with NAEA rubric, 2019-present

PROFESSIONAL UNDERGRADUATE AND GRADUATE TEACHING

Utah State University

Jan. 2022 – May 2022	TEAL 7324, Advanced Studies in Literacy Assessment and Intervention, web-broadcast: synchronous, scheduled
Jan. 2022 – May 2022	TEAL 6350, Reading Assessment and Intervention, web-broadcast: synchronous, scheduled
Aug. 2021 – Dec. 2021	TEAL 6270, Introduction to Methods, Planning, and Assessment, web-broadcast: synchronous
Aug. 2021 – Dec. 2021	TEAL 6310, Integrating Literacy Across the Curriculum, web-broadcast: synchronous, scheduled
Jan. 2021 – May 2021	TEAL 6350, Reading Assessment and Intervention, web-broadcast: synchronous, scheduled
Jan. 2021 – May 2021	TEAL 6280, Instructional Leadership: Instructional Practices for Diverse Learners, online: asynchronous
Aug. 2020 – Dec. 2020	TEAL 6270, Introduction to Methods, Planning, and Assessment, web-broadcast: synchronous
Aug. 2020 – Dec. 2020	TEAL 6310, Integrating Literacy Across the Curriculum, web-broadcast: synchronous
May 2020 – July 2020	TEAL 6280, Instructional Leadership: Instructional Practices for Diverse Learners, online: asynchronous
Jan. 2020 – May 2020	TEAL 6280, Instructional Leadership: Instructional Practices for Diverse Learners, online: asynchronous
Jan. 2020 – May 2020	TEAL 7324, Advanced Studies in Literacy Assessment and Intervention, broadcast
Jan. 2020 – May 2020	TEAL 6350, Reading Assessment and Intervention, broadcast
Aug. 2019 – Dec. 2019	TEAL 6280, Instructional Leadership: Instructional Practices for Diverse Learners, online: asynchronous
Aug. 2019 – Dec. 2019	TEAL 6310, Integrating Literacy Across the Curriculum, broadcast
Jan. 2019 – May 2019	SPED 7820, Evidence-Based Practices in Disability Disciplines, face-to-face
Jan. 2019 – May 2019	TEAL 6350, Reading Assessment and Intervention, broadcast
Aug. 2018 – Dec. 2018	TEAL 6350, Reading Assessment and Intervention, face-to-face
Aug. 2018 – Dec. 2018	TEAL 6280, Instructional Leadership: Instructional Practices for Diverse Learners, online: asynchronous
May 2018 – June 2018	TEAL 6310, Integrating Literacy Across the Curriculum, face-to-face
Jan. 2018 – May 2018	TEAL 7324, Advanced Studies in Literacy Assessment and Intervention, broadcast
Jan. 2018 – May 2018	TEAL 6350, Reading Assessment and Intervention, broadcast
Aug. 2017 – Dec. 2017	TEAL 6280, Instructional Leadership: Instructional Practices for Diverse Learners, online: asynchronous

Aug. 2017 – Dec. 2017	TEAL 6310, Integrating Literacy Across the Curriculum, broadcast
May 2017 – June 2017	TEAL 6350, Reading Assessment and Intervention, face-to-face
Jan. 2017 – May 2017	TEAL 6350, Reading Assessment and Intervention, broadcast
Jan. 2017 – May 2017	TEAL 7900, Independent Study for Publication, face-to-face
Aug. 2016 – Dec. 2016	TEAL 6340, Adolescent Literacy Development, broadcast
Aug. 2016 – Dec. 2016	TEAL 7326, Designing and Conducting Literacy Research: A Capstone Experience, broadcast

San Diego State University

May 2016 – Jan. 2017	SPED 600, Advanced Classroom Adaptations for Special Populations, online: asynchronous
Jan. 2016 – May 2016	SPED 657, Transition for Youth with Disabilities, face-to-face
Jan. 2016 – May 2016	SPED 662, Collaboration, Legislation, and Educational Planning, face-to-face
Aug. 2015 – Dec. 2015	SPED 647, Special Education Adaptations of Basic Skills Instruction, face-to-face
Aug. 2015 – Dec. 2015	SPED 651, Legislation, Leadership, and Management in Special Education, face-to-face
Aug. 2015 – Dec. 2015	SPED 970A, Practicum: Students with Disabilities in General and Special Education, face-to-face

Utah State University

June 2015 – Dec. 2015	TEAL 7900, Independent Study for Research, face-to-face
Aug. 2014 - Dec. 2014	TEAL 6280, Instructional Leadership: Instructional Practices for Diverse Learners, broadcast
Aug. 2013 – May 2014	TEAL 7900, Independent Study for Publication, face-to-face
Jan. 2013 – May 2013	TEAL 7350, Internship in Curriculum Development, face-to-face
June 2012 – July 2012	TEAL 6280 (previously SPED 6560), Instructional Leadership: Instructional Practices for Diverse Learners, broadcast
May 2012 – June 2012	SPED 7820, Evidence-Based Practices in Disability Disciplines, face-to-face
Aug. 2011 – May 2015	TEAL 6340, Adolescent Literacy Development, broadcast

University of Texas at Austin

Aug. 2010 – Dec. 2010	SED 378R, Reading Difficulties within Diverse Populations, face-to-face
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San Diego State University

Jan. 2008 – Dec. 2008	SPED 600, Advanced Classroom Adaptations for Special Populations, face-to-face
Jan. 2008 – May 2008	SPED 681A, Advanced Seminar in Special Education: Mild to Moderate Disabilities, face-to-face
July 2008 – Aug. 2008	SPED 450, Classroom Adaptations for Special Populations, face-to-face

July 2007 – Aug. 2007	SPED 450, Classroom Adaptations for Special Populations, face-to-face
Aug. 2005 – May 2007	SPED 651, Legislation, Leadership, and Management in Special Education, face-to-face

PROFESSIONAL COURSE DEVELOPMENT

Utah State University

2014 - 2105	TEAL 6310, Integrating Literacy Across the Curriculum, Master of Education Course Developer
2013 - 2104	TEAL 7324, Advanced Studies in Literacy Assessment and Intervention, Doctor of Education Course Developer
2013 - 2104	TEAL 7323: Literacy Education Teacher Training and Development, Doctor of Education Course Developer Literacy Emphasis in Doctoral Program Course Developer
2012 - 2103	TEAL 6280, Instructional Leadership: Instructional Practices for Diverse Learners, Instruction Leadership Course Developer Instructional Leadership Online (asynchronous) Course Developer
2012 - 2103	TEAL 5340, Adolescent Literacy Development Reading Endorsement Online (asynchronous) Course Developer

GUEST SPEAKER

- *Reading Intervention Research Study with English Learners.* (2020, Nov., invited). University of Massachusetts, Amherst. OSEP Doctoral Student Training Grant (Krezmien, M.).
- *Intervention Research School Recruit Presentation and Review.* (2017, Nov.) University of Maryland. OSEP Doctoral Student Training Grant (Wexler, J.).

MENTORING AND ADVISING GRADUATE STUDENTS

Initial Doctoral Advisor

- Belinda 'Ofa Fotu, Literacy Education and Leadership, 2020-2021
- Lorissa Nelson, Literacy Education and Leadership, 2019-2020
- Janet Breitenstein, Literacy Education and Leadership, 2018-2019

Committee – Dissertation (in progress)

- Member, Don Mendenhall, Instructional Leadership: multiple regression, 2020-present
- Member, Nicole Parker, Literacy Education and Leadership: literacy strategies, 2019-present
- Member, Kevin Thomas, Instructional Leadership, home visits, 2019-present
- Member, Mary Ellen Greenwood, Literacy Education and Leadership: college writing supports, 2019-2021

Committee – Dissertation (graduated)

- Member, Jake Downs, Literacy Education and Leadership: meta-analysis of dyad reading, 2020-May 2021
- Member, Jared Collette, Literacy Education and Leadership: Empathy and Literacy, 2017-Dec. 2018
- Chair, Noelle Converse, Literacy Education and Leadership: Expository text structure intervention in Grade 1, 2012-2015, 2017-May 2018

- Member, Theresa Kohlmeier, Literacy Education and Leadership: Vocabulary acquisition among dual language learners, 2016-May 2018
- Chair, Sally Brown, Literacy Education and Leadership: Reading Comprehension with Alternative High School Struggling Readers, 2014-April 2018
- Member, Eric Newell, Instructional Leadership: Field-based Literacy, 2012-April 2018
- Member, David Lee, Instructional Leadership: Adolescent Literacy, 2013-April 2017
- Member, Christy Bloomquist, Instructional Leadership: Fluency Assessments, 2012-Nov. 2016
- Member, Jessica Akers, Special Education: Script fading Interventions, 2011-July 2015

Committee – Dissertation (not in progress)

- Member, Tamara Kumar, Literacy Education and Leadership: Descriptive text structure intervention in Grade 6, 2017-2018
- Member, David Smith, Instructional Leadership: Dropout Prevention, 2012-2018
- Member, David Joy, Instructional Leadership: Adolescent Literacy of Science Texts, 2013-2014

Committee – Thesis (in progress)

- Member, BreAnn Brewer, Special Education: Classroom behavior management in early childhood, Masters of Education, Plan B, 2021-present
- Member, Riley Johnson, Special Education: Data-based decision making, Masters of Education with Administrative/Supervisory Concentration, Plan B, 2020-present
- Member, Jason Poland, Special Education: Behavioral application, Masters of Education with Administrative/Supervisory Concentration, Plan B, 2019-present

Committee – Thesis (graduated)

- Member, Joshua Woodruff, Communication Disorders: Reading comprehension with college students, Masters of Arts, Plan B, 2018-March 2020

Coordination – Master’s of Education/Master’s of Science with Literacy Specialization

- Non-matriculated graduate students and M.Ed./M.S. students completing USU TEAL coursework for a Masters of Education in Curriculum and Instruction with Literacy coursework specialization, Aug. 2020-present (Advisor for 11 current students and 5 graduates)

Coordination – Level 1 Reading Endorsement

- Led two proposals in collaboration with literacy faculty, one for each of the two new reading endorsements available from USBE, Aug. 2021-present
- Non-matriculated graduate students and M.Ed. students completing USU TEAL coursework to apply for a Reading Endorsement at USBE, Aug. 2020-present

Coordination – Master’s of Education/Master’s of Science with Specialization in Interventions for Secondary Students

- Director and Advisor, Developed new specialization in interventions for secondary students with multiple risk indicators for school failure in the USU TEAL M.Ed./M.S. degree, Aug. 2017-present

CLASSROOM TEACHING EXPERIENCE

Aug. 2002 - June 2009 **Special Education Inclusion Teacher; Dept. Chair**, Grades 10-12
Steele Canyon High School, San Diego, CA

Jan. 2002 - June 2002

Special Education Student Teacher, Grade 6

Sherman Middle School, Madison, WI

Aug. 2001 - Jan. 2000 **Special Education Student Teacher**, Grade 9 and Work Transition
Madison West High School, Madison, WI

Sep. 2000 - Dec. 2000 **Regular Education Practicum**, Grades 6-8
Sennett Middle School, Madison, WI

NATIONAL PRESENTATIONS

- Pyle, D., & Pyle, N. (2022, January, accepted). *The Effects of a Unidirectional Peer Tutoring Intervention for Students With Diverse Learning Needs in High School Mathematics Classrooms* [Conference multi-presentation session]. Council for Exceptional Children Annual Conference, Orlando, FL.
- *Aguilar, J., *Mattson, S., *Smith, S., Higbee, T., & Pyle, N. (2021, January). *Behavior Analytic Teaching Procedures Using Visual Supports and Behavioral Skills Training (BST)* [Conference symposium]. Association for Behavior Analysis International Annual Conference, virtual.
- Liljengren, J., & Pyle, N. (2020, November). *Continuous School Improvement Support for Alternative Education Campuses* [Conference session]. Reaching At-Promise Students Association Forum Annual Conference, virtual.
- Pyle, N. (2020, February). *Identifying and enhancing supports for dropout prevention and high school graduation* [Invited seminar session]. NCCEP/GEAR UP Capacity-Building Workshop, Orlando, FL.
- Pyle, N., & Pyle, D. (2019, November). *A Systematic Review of Academic Interventions for Students in Alternative High Schools: A Review of Evidence under ESSA* [Conference session]. Discussant: Mazzeo, C. Alternative Accountability Policy Forum Annual Conference, San Diego, CA.
- Pyle, N. (2019, October). *Evaluation of Check & Connect with Systems Involved Youth* [Conference session]. National Dropout Prevention Conference, Denver, CO.
- Mazzeo, C., & Pyle, N. (2018, November). *Evaluation and Continuous Improvement in Alternative Education* [Conference session]. Alternative Accountability Policy Forum Annual Conference, San Diego, CA.
- Pyle, N. (2018, November). *Equitable Access to Challenging Courses: Effective Instructional Practices* [Invited conference session]. Alternative Accountability Policy Forum Annual Conference, San Diego, CA.
- Pyle, N. (2018, November). *Using Data to Assess and Teach Numeracy and Literacy in Alternative Education* [Invited panel session]. Alternative Accountability Policy Forum Annual Conference, San Diego, CA.
- Pyle, N., *Brown, S., & Pyle, D. (2017, November). *A synthesis of academic interventions for students in alternative high schools* [Conference session]. Alternative Accountability Policy Forum Annual Conference, San Diego, CA.
- Pyle, N., *Brown, S. A., & Hoskin, T. (2017, November). *Literacy for Access to College and Texts (L-ACT): Creating partnerships to reduce barriers to higher education* [Conference session]. Association of Literacy Educators and Researchers Conference, St. Petersburg, FL.

- Pyle, N., *Brown, S., & *Hoskin, T.** (2016, October). *Literacy for Access to College and Texts (L-ACT): Utah alternative high schools college readiness partnership* [Conference session]. Alternative Accountability Policy Forum Annual Conference, San Diego, CA.
- Pyle, N.** (2015, April). *Effectiveness of a multi-year, multi-cohort college readiness intervention* [Conference session]. Council for Exceptional Children Annual Conference, San Diego, CA.
- ***Pyle, D., Pyle, N., Lignugaris/Kraft, B., Duran, L., & *Akers, J.** (2015, April). *The implications of peer-mediated interventions with English language learners: The academic effects from a systematic review* [Poster presentation]. Council for Exceptional Children Annual Conference, San Diego, CA.
- ***Pyle, D., Pyle, N., Lignugaris/Kraft, B., Duran, L., & *Akers, J.** (2014, April). *The Academic effects of peer-mediated interventions with English language learners: A systematic review* [Poster presentation]. Council for Exceptional Children Annual Conference, Philadelphia, PA.
- Pyle, N.** (accepted to present 2014, April). *Effectiveness of a multi-year, multi-cohort college readiness intervention* [Conference session]. Council for Exceptional Children Annual Conference, Philadelphia, PA.
- ***Pyle, D., Pyle, N., Duran, L., *Akers, J., & *Peterson, R.** (2014, February). *A synthesis of peer-mediated academic interventions for English language learners* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- Pyle, N., *Crowther, A., Gillam, S., *Olszewski, A., *Hartzheim, D., *Laing, W., & *Pyle, D.** (2014, February). *Effects of expository text structure interventions on comprehension: A meta-analysis* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- Wexler, J., Pyle, N., Flower, A., *Williams, J., & *Cole, H.** (2014, February). *A synthesis of academic interventions for incarcerated adolescents* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- Wexler, J., Reed, D., Pyle, N., *Mitchell, M., & Barton, E.** (2013, April). *The effects of peer implemented interventions on academic and behavioral outcomes* [Poster presentation]. Council for Exceptional Children Annual Conference, San Antonio, TX.
- Wexler, J., Reed, D., Pyle, N., *Mitchell, M., & Barton, E.** (2013, February). *The effects of peer implemented interventions on academic and behavioral outcomes* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- Wexler, J., Pyle, N., & Fall, A., *Williams, J., & Roberts, G.** (2012, April). *Project GOAL: The Implementation of a Dropout Prevention Intervention with Secondary Students* [Conference session]. Council for Exceptional Children Annual Conference, Denver, CO.
- Roberts, G., Wexler, J., Vaughn, S., Fall, A., Pyle, N., & *Williams, J.**, (2012, March). *Efficacy of an Individualized Reading Intervention with Secondary Students* [Paper presentation]. Society for Research on Educational Effectiveness, Washington DC.
- Wexler, J., Pyle, N., Fall, A., *Williams, J., & Roberts, G.** (2012, February). *Preventing School Dropout with Secondary Students: The Implementation of an Individualized Reading and Dropout Prevention Intervention* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- ***Solis, M., *Cuillo, S., & Pyle, N.** (2011, April). *Reading Comprehension Interventions for Middle School Students with LD: A Synthesis of 30 Years of Research* [Poster presentation]. Council for Exceptional Children Annual Conference, National Harbor, Washington DC.

- Wexler, J., **Pyle, N.**, & Fall, A. (2011, April). *Preventing School Dropout With Secondary Students* [Roundtable session]. American Educational Research Association Annual Conference, New Orleans, LA.
- Wexler, J., Vaughn, S., Roberts, G., **Pyle, N.**, Fall, A., *Williams, J., & *Sayre, L. (2011, April). *Preventing School Dropout With Secondary Students* [Conference session]. Council for Exceptional Children Annual Conference, National Harbor, Washington DC.
- Vaughn, S., & **Pyle, N.** (2011, April). *Response to Intervention (RTI) with Secondary Students with Reading Difficulties*. [Conference session]. Council for Exceptional Children Annual Conference, National Harbor, Washington DC.
- Wexler, J., Vaughn, S., Roberts, G., **Pyle, N.**, *Williams, J., & Fall, A. (2011, March). *Preventing School Dropout with Secondary Students: The Implementation of an Individualized Reading Intervention and Dropout Prevention Intervention* [Poster presentation]. Society for Research on Educational Effectiveness, Washington DC.
- *Solis, M., *Cuillo, S., & **Pyle, N.** (2011, February). *Reading Comprehension Interventions for Middle School Students with LD: A Synthesis of 30 Years of Research* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- Wexler, J., Vaughn, S., Roberts, G., **Pyle, N.**, & Fall, A. (2011, February). *Preventing School Dropout with Secondary Students* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- Wexler, J., **Pyle, N.**, & *Williams, J. (2010, October). *Dropout Prevention Intervention for Secondary Students: A Randomized Control Trial* [Conference session]. Dropout Prevention Institute/School Attendance Symposium, Orlando, FL.
- Wexler, J., Vaughn, S., Roberts, G., **Pyle, N.**, & Fall, A. (2010, June). *Preventing School Dropout With Secondary Students* [Poster presentation]. Institute of Education Sciences Research Conference, Washington DC.
- Wexler, J., Vaughn, S., Roberts, G., **Pyle, N.**, & Fall, A. (2010, May). *Preventing School Dropout With Secondary Students* [Poster presentation]. American Educational Research Association Annual Conference, Denver, CO.
- Wexler, J., Vaughn, S., Roberts, G., **Pyle, N.**, & Fall, A. (2010, May). *Preventing School Dropout With Secondary Students* [Invited poster presentation]. Reception for IES/NCER fellows at the American Educational Research Association Annual Conference, Denver, CO.
- Vaughn, S., **Pyle, N.**, & Reutebuch, C. (2010, April). *Silent Reading for Struggling Readers: Pitfalls & Potential* [Invited plenary session]. International Reading Association Annual Convention, Chicago, IL.
- Hougen, M., Swanson, E. A., Reutebuch, C. K., & **Pyle, N.** (2009, October). *Responsive Secondary Reading Practices* [Workshop presentation]. 31st International Conference on Learning Disabilities, Dallas, TX.
- Pyle/Block, N.** (2009, April). *Teacher's Responsiveness to Culturally and Linguistically Diverse Students in a Tiered Intervention Study* [Paper presentation]. American Educational Research Association Annual Conference, San Diego, CA.
- Pyle/Block, N.** (2009, April). *Assessing the Responsive to Intervention Environments for Culturally Diverse Middle School Students* [Panel presentation]. American Educational Research Association Annual Conference, San Diego, CA.
- Graves, A., McIntosh, A., Brandon, R., Duesbery, L., & **Pyle/Block, N.** (2009, April). *A Study of the Reading Progress of English Language Learners With and Without Learning*

- Disabilities in Sixth Grade: Response to Intervention (RTI) Model vs. Traditional Instruction* [Paper presentation]. American Educational Research Association Annual Conference, San Diego, CA.
- Pyle/Block, N., & Wexler, J.** (2009, April). *Response to Intervention for Older Struggling Readers: Models from Texas and California* [Conference session]. Council for Exceptional Children Annual Conference, Seattle, WA.
- Pyle/Block, N.** (2009, April). Effective instructional strategies for tutoring in inclusive secondary classrooms [Poster presentation]. Council for Exceptional Children Annual Conference, Seattle, WA.
- Graves, A., McIntosh, A., Brandon, R., Duesbery, L., & **Pyle/Block, N.** (2009, April). *Response to Intervention in Sixth Grade: Two Studies of Tier II Instruction* [Conference session]. Council for Exceptional Children Annual Conference, Seattle, WA.
- Pyle/Block, N., & Graves, A. W.** (2009, February). *Teachers Respond to Culturally and Linguistically Diverse Sixth Graders: Tier 2 Instruction and Tier 1 Context* [Poster presentation]. Pacific Coast Research Conference.
- Pyle/Block, N., Duesbery, L., & Braun-Monegan, J.** (2009, February). *The Comparability of a Response to Intervention Model Across Special and General Education* [Poster presentation]. Pacific Coast Research Conference.
- Pyle/Block, N.** (2008, November). *Training high school tutors to use effective instructional strategies for successful inclusion* [Poster presentation]. Council for Exceptional Children Teacher Education Division Annual Conference, Dallas, TX.
- Pyle/Block, N., & Graves, A. W.** (2008, November). *Response to Intervention in Sixth Grade: A Middle School and University Partnership* [Conference session]. Council for Exceptional Children Teacher Education Division Annual Conference, Dallas, TX.
- *Pyle/Block, N.** (2008, April). *Training high school tutors to use research-based strategies* [Poster presentation]. Council for Exceptional Children Annual Conference, Boston, MA.
- Graves, A., & ***Pyle/Block, N.** (2008, April). *Project Achieve: A Middle School Response-to-Intervention Project for English Learners With and Without Disabilities* [Poster presentation]. Council for Exceptional Children Annual Conference, Boston, MA.
- Graves, A., McIntosh, A., Brandon, R., Duesbery, L., & ***Pyle/Block, N.** (2008, March). *A Study of the Reading Progress of English Language Learners With and Without Learning Disabilities in Sixth Grade: Response to Intervention (RTI) Model vs. Traditional Instruction* [Paper presentation]. American Educational Research Association Annual Conference, New York, NY.
- *Pyle/Block, N.** (2007, November). *Training peer tutors using a socioconstructivist model* [Poster presentation]. Council for Exceptional Children Teacher Education Division Annual Conference, Milwaukee, WI.
- *Pyle/Block, N.** (2007, November). *Training tutors to use effective instructional strategies for successful inclusion* [Poster presentation]. Council for Exceptional Children Teacher Education Division Annual Conference, Milwaukee, WI.
- Smith, D. D., Robb, S. R., ***Pyle/Block, N., & *Mayne, L.** (2007, March). *The IRIS Center: Efficacy of Online Interactive Modules for Pre-service Training of Teachers* [Conference session]. Association of Supervision Curriculum Development Annual Conference, Anaheim, CA.
- Smith, D. D., Tyler, N., & ***Pyle/Block, N.** (2006, November). *The IRIS Center: Overview of IRIS Materials* [Conference session]. Council for Exceptional Children Teacher

Education Division Annual Conference, San Diego, CA.

Smith, D. D., Robb, S. R., Tyler, N., ***Pyle/Block, N., & *Mayne, L.** (2006, November). *IRIS II Scaling-up Meeting* [Invited session]. TN, UT, and CA Faculty and SEA/SIG Directors at the Council for Exceptional Children Teacher Education Division Annual Conference, San Diego, CA.

REGIONAL/STATE PRESENTATIONS

Pyle, N. (2021, July). *Research-informed recommended online instructional practices* [Conference session]. Iowa Adult Education and Literacy Virtual Conference, virtual.

Pyle, N., & Chronister, K. (2021, March; accepted). *Discussion of using the NAEA rubric to evaluate exemplary practices in Utah alternative high schools* [Conference session]. Utah Alternative Education Association Annual Conference, Jordan, UT, virtual

Pyle, N., & Chronister, K. (2020, March; accepted). *Discussion of using the NAEA rubric to evaluate exemplary practices in Utah alternative high schools* [Conference session]. Utah Alternative Education Association Annual Conference, Jordan, UT.

Pyle, N. (2020, February). *The Critical Role of Evidence-Based Reading Instruction at the Elementary Level: What to Teach and How to Teach.* [Conference session; Invited presentation]. Council for Exceptional Children Conference of South Carolina, Myrtle Beach, SC.

Pyle, N. (2020, February). *The Critical Role of Evidence-Based Reading Instruction at the Secondary Level: What to Teach and How to Teach.* [Conference session; Invited presentation]. Council for Exceptional Children Conference of South Carolina, Myrtle Beach, SC.

Pyle, N., & Evans, L. (2019, September). *Developing a Culture of Success in an Alternative High School* [Conference session]. USHE Conference for School Counselors and Administrators, Provo, UT.

***Brown, S., & Pyle, N.** (2018, March). *Main idea and summarization instruction and assessment with alternative high school students* [Conference session]. Utah Alternative Education Association Annual Conference, Kaysville, UT.

Pyle, D., & Pyle, N. (2018, March). *How to use a free and an effective instructional support that exists in every school* [Conference session]. Utah Alternative Education Association Annual Conference, Kaysville, UT.

Pyle, N., *Brown, S., & Pyle, D. (2018, March). *Academic interventions for students in alternative high schools: What do we know?* [Conference session]. Utah Alternative Education Association Annual Conference, Kaysville, UT.

Pyle, N., *Brown, S., & Pyle, D. (2018, March). *Discussion of potential research topics and research partnerships in alternative education* [Conference session]. Utah Alternative Education Association Annual Conference, Kaysville, UT.

Pyle, N., *Brown, S., & *Hoskin, T. (2017, March). *Literacy for Access to College and Texts (L-ACT): Preparing Students for their Next Steps* [Conference session]. Utah Alternative Education Association Annual Conference, Kaysville, UT.

Pyle, N. (2015, June). *Effective Practices to Increase High School Graduation* [Invited presentation]. Utah Governor's Education Excellence Commission, Salt Lake City, UT.

Pyle, D., Pyle, N., Duran, L., Akers, J., & Peterson, R. (2014, June). *What practitioners should know about the use of peer mediated interventions for English language learners* [Poster

- presentation]. Utah Multi-tiered Systems of Support (UMTSS) Connections Conference. Layton, UT.
- Barrett, T.*, Prante, M.*, Peterson, R.*, Fargo, J. D., & Pyle, N. (2014, April). *Predictors of homeless youth employability* [Conference session]. Southeastern Idaho Psi Chi Psychology Research Conference, Pocatello, ID.
- Hollenbaugh, M.*, Prante, M.*, Peterson, R.*, Fargo, J. D., & Pyle, N. (2014, April). *Homeless youth and substance use patterns* [Conference session]. Southeastern Idaho Psi Chi Psychology Research Conference, Pocatello, ID.
- Pyle, N., Gillam, S., *Olszewski, A., *Hartzheim, D., *Segura, H., *Wheeler, A., & *Laing, W. (2012, June). *Teaching text structure to students with learning difficulties: A review of the research and implications for practice* [Conference session]. Utah State Effective Practices Annual Conference, Logan, UT.
- Pyle, N., Maynard, B., *Coleman, M., & *Sayre, L. (2012, February). *Project GOAL Implementation in Secondary Schools: Training for Project and Site Directors of Communities in Schools* [Two-day training]. Texas Education Agency, Austin, TX.
- Wexler, J., Vaughn, S., Roberts, G., Pyle, N., Fall, A., *Williams, J., & *Sayre, L. (2012, January). *Preventing School Dropout With Secondary Students* [Invited presentation]. Utah State Office of Education Dropout Prevention Committee, Salt Lake City, UT.
- Wexler, J., Vaughn, S., Roberts, G., Pyle, N., Fall, A., *Williams, J., & *Sayre, L. (2011, June). *Preventing School Dropout With Secondary Students* [Conference session]. Utah State Effective Practices Annual Conference, Logan, UT.
- Vaughn, S., & Pyle, N. (2011, June). *Response to Intervention (RTI) with Secondary Students* [Conference session]. Utah State Effective Practices Annual Conference, Logan, UT.
- Wexler, J., Pyle, N., & *Sayre, L. (2011, May). *Project GOAL Implementation in Secondary Schools: Training for State Directors of Communities in Schools* [Three-day training]. Texas Education Agency, Austin, TX.
- Pyle, N. (2009, November). *The IRIS Center Overview* [Breakout session]. Texas Reading First Higher Education Collaborative Seminar, Dallas, TX.
- *Pyle/Block, N. (2008, January). *Seminar and Doctoral Student Panel Discussion* [Panel discussion]. The Monarch Center Program Improvement Seminar for Doctoral Level Programs in Special Education, San Diego, CA.
- Skylar, A., *Pyle/Block, N., & Kennedy, V. (2006, October). *IRIS Center for Faculty Enhancement* [Hands-on demonstration and workshop]. California Council on Teacher Education, San Diego, CA.

LOCAL PRESENTATIONS

- Pyle, N. (2017, December). *Engaging Students with Dropout Risk Indicators: The Promise of Check & Connect to Target Absences, Behavior, and Course Performance* [Invited presentation]. Ogden School District Student Advisory Committee, Ogden, UT.
- Pyle, N., & *Brown, S. (2017, April). *Using Summarization to Improve Reading Comprehension* [Invited workshop]. Granite School District Reading Institute for Secondary Reading Teachers, Granite, UT.
- Pyle, N., *Lara, V., *Higareda, P., *Salinas Ramos, S., *Aguilera, S., *Parra, P., & *Michael, R. (2015, November). *The shock of an IEP now what?* [Invited workshop in Spanish]. FERIA Partnership Conference “The Voices of Latino Families: Empowering Educators, Families and Children-Youth with Special Needs”, Chula Vista, CA.

- Pyle, N.** (2013, March). *Navigating the Path to College* [Invited presentation]. Box Elder High School College Night, Tremonton, UT.
- Pyle, N., & Wexler, J.** (2011, February). *Project GOAL Daily Implementation Fidelity Measure: Part II* [Invited presentation]. Testing, Evaluation, Assessment, and Measurement meeting, Austin, TX.
- Pyle, N., & Wexler, J.** (2010, November). *Project GOAL Daily Implementation Fidelity Measure: Part I* [Invited presentation]. Testing, Evaluation, Assessment, and Measurement meeting, Austin, TX.
- Pyle, N., Wexler, J., *Brewton, T., & *Sayre, L.** (2010, January). *Becoming a Mentor for Project GOAL* [Invited presentation]. Sigma Lambda Beta Fraternity meeting, Austin, TX.
- Hairrell, A., & Pyle, N.** (2009, August). *“Rich” Vocabulary Instruction and Content Organization In Content Areas* [Invited presentation]. Manor Independent School District teachers, Manor, TX.
- *Pyle/Block, N.** (2008, June). *What is RTI and its Requirements?* [Invited presentation]. San Diego State University Bilingual-Special Education Teacher Preparation Acquisition of Language and Academic Skills (ALAS) Training, San Diego, CA.
- *Pyle/Block, N.** (2007, July). *Project Achieve: RTI pilot study and The IRIS Center RTI Modules* [Invited presentation]. Ninth Annual San Diego Summer Leadership Institute, California State University San Marcos, San Marcos, CA.
- *Pyle/Block, N.** (2006, September). *An ethnographic inquiry approach to learning about people with disabilities: A study in progress conducted by secondary peer tutors of students with disabilities* [Poster presentation]. San Diego State University Doctoral Student Council in Education, San Diego, CA.
- *Pyle/Block, N.** (2006, September). *Disability awareness: Who’s different? You or them?* [Invited presentation]. Middle school students at the Institute of Science, San Diego, CA.
- *Pyle/Block, N.** (2005, April). *Successful modifications, accommodations, and adaptations for students with disabilities in the general education classroom* [Invited presentation]. National University special education teacher credential spring course. San Diego, CA.
- *Pyle/Block, N.** (2005, November). *Critical theory and practice in today’s classrooms* [Invited presentation]. San Diego State University bilingual teacher credential fall course, San Diego, CA.
- *Pyle/Block, N.** (2003, October). *What does inclusion look like in secondary schools?* [Invited presentation]. San Diego State University multiple subject teacher credential fall course, San Diego, CA.
- *Pyle/Block, N.** (2002, September - November). *Station teaching* [Invited presentation]. Grossmont Union High School District collaboration theme three series, La Mesa, CA.

PROFESSIONAL ORGANIZATIONS

Policy

- **RAPSA At-Promise Work Plan**, Reaching At-Promise Students Association (RAPSA) Work Plan member to prepare a toolkit for educators and define “At-Promise Youth” in support of AB 413 in California, 2019-2021

Leadership

National

- **RAPSA Research Council**, Reaching At-Promise Students Association (RAPSA) invitational Research Council member to inform practices in alternative education and

collaboration among researchers interested in secondary students who are at-promise, 2018-2021

- **Advisory Board Member, Academic Interventions Task Force Chair**, Reaching At-Promise Students Association (RAPSA) Forum, 2016-2021

State

- **University Career Services Advisory Group**, Commonwealth of Virginia, 2021-current
- **At-Large Board Member, Professional Learning Task Force Chair**, Utah Alternative Education Association (UAEA), 2019-present
- **Secretary Board Member, Professional Learning Task Force Chair**, Utah Alternative Education Association (UAEA), 2017-2019
- **Co-Founder**, Utah Alternative Education Association (UAEA) state chapter of the National Alternative Education Association (NAEA), 2017

Member

- Reaching At-Promise Students Association (RAPSA) 2018-present
- Utah Alternative Education Association (UAEA) 2016-present
- Association of Supervision Curriculum Development (ASCD), 2003-2009, 2011-present
- Council for Learning Disabilities (CLD), 2006-present
- Council for Exceptional Children (CEC), 2005-present
 - Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)
 - Division for Learning Disabilities (DLD)
 - Division for Research (CEC-DR)
 - Teacher Education Division (TED)
 - TED Governmental Relations Committee (PALs/GALs), 2005-2006
- California Council on Teacher Education (CCTE), 2005-2009, 2015-2016
- Society for Research on Educational Effectiveness (SREE), 2010-2013
- Society for the Scientific Study of Reading (SSSR) 2010-2013
- International Reading Association (IRA), 2008-2013
- American Education Research Association (AERA), 2005-2013
 - Division K – Teaching and Teacher Education
 - SIG – Critical Educators for Social Justice 2005-2009
 - SIG – Research in Reading & Literacy
 - SIG – Special Education Research

SERVICE

Editorial Board – Journals

- Associate Editor, *Journal of Learning Disabilities*, 2020-present
- Member, *Learning Disabilities Quarterly*, 2016-present
- Member, *Teacher Education and Special Education*, 2013-2018, 2020-present

Reviewer – Journals

- *Learning and Individual Differences*, 2020-present
- *Journal of School Leadership*, 2020-present
- *Aggression and Violent Behavior*, 2020-present
- *Victims & Offenders*, 2020-present
- *Studies in Higher Education*, 2017-present
- *Reading & Writing Quarterly*, 2015-present

- *Journal of Educational Psychology*, 2015-present
- *Review of Educational Research*, 2014-present
- *Remedial and Special Education*, 2013-present
- *Journal of Educational Research*, 2013-present
- *Assessment for Effective Intervention*, 2012-present
- *The High School Journal*, 2011-present
- *Journal of Juvenile Justice*, 2017-2018 (OJJDP discontinued after 2018)
- *Learning Disabilities Quarterly*, 2015-2016

Reviewer – Books

- Reviewer, *HLPs for Inclusive Classrooms, 2nd Ed.*, April, 2021
- “Effective Strategies for Improving Reading Comprehension” in *Inclusive and Special Education*, In A. Mishra (Ed.), *Oxford Research Encyclopedia of Education*, January, 2020
- Reviewer, *HLPs for Inclusive Classrooms*, July, 2017

Reviewer – Websites

- CREATE Research to Practice Briefs for the Center for Applied Linguistics Website, 2012
- Center on Instruction (COI) Website Content, 2009-2011

Reviewer – Conferences

- Council for Exceptional Children (CEC) Annual Conference proposals, Response to Intervention, 2011; Learning Disabilities 2012, 2013, 2014, 2016
- American Education Research Association (AERA) SIG Special Education Research, 2007, 2008, 2010; SIG Research in Reading and Literacy, 2009, 2010; SIG Critical Educators for Social Justice, 2007, 2008; Division K, Teaching and Teacher Education, 2007, 2008

Committee – State

- High School Completion for Youth and Adult Learners Task Force, USBE, UT, 2021-current
- Collaborator, Utah Higher Education Assistance Authority (UHEAA) Outreach Team, proposed and under review to adopt a scholarship contest for students who attend alternative high schools in UT, 2019-2021
- Member, Utah State Board of Education Literacy Leadership Plan Committee, UT 2011-May 2015; July 2016-Dec. 2018
- Member, Utah’s Statewide Early Warning Signs for Dropout Prevention for Students with Disabilities Steering Committee, 2012-May 2015; July 2016-Dec. 2018
- Member, Utah Multi-tiered System of Supports Advisory Council Committee, UT, 2011-May 2015; July 2016-Dec. 2018
- Member, Elementary Literacy Initiative, United Way of Salt Lake, UT, 2014-May 2015; July 2016-Dec. 2018
- Director of Academic Interventions, Utah State Office of Education Dropout Prevention Statewide Advisory Safe, Supportive, Successful Schools (S4) Committee, UT, 2011-2015
- Lead Recruiter and Coordinator, The Meadows Center Distinguished Lecture on Fidelity of Implementation, TX, 2010-2011
- Secretary, Texas Council for Learning Disabilities, TX, 2010-2011

Committee – Districts

- Effective Instructional Practices, professional development to teachers and administrators of The New American Schools Network, Denver, CO, 2018-2020
- Adolescent Literacy, collaborated with the Director of Curriculum, of Literacy, and of Special Education to develop professional development modules to enhance literacy

strategies in English Language Arts grades 1-9, Granite School District, UT, 2011-May 2015; Provide professional development to secondary literacy teachers, July 2016-2018

- Small Group Instruction, trained pre-service special education teachers to deliver a multi-component reading intervention to diverse, low-performing readers in K-3, San Diego Unified School District, CA, Sept.-Dec. 2015 (semester long training)
- Special Education Content Expert, guided bilingual pre-service teachers to develop and present a workshop at the First Annual FERIA Partnership Conference “The Voices of Latino Families: Empowering Educators, Families and Children-Youth with Special Needs”, San Diego Unified School District, CA, Nov. 2015 (led session preparation and presentation)
- Response to Intervention Consultation, Adolescent Literacy Strategies across the Disciplines in grades 6-8, Dual Immersion Academy, Salt Lake City, Utah, 2014-2015
- The Meadows Center Representative, Annual Yearly Progress and Instructional Advancement for School Improvement Committee, Austin Independent School District, TX, 2010-2011

Committee – USU

- Member, Latinos in Higher Education, Aug. 2012-May 2015

Committee – USU College of Education and Human Services

- Secondary Education Consultant, Institute for Interdisciplinary Transition Services, College of Education and Human Services, Aug. 2013-May 2015, Aug. 2016-Aug. 2018
- Mentor, Undergraduate Research Fellow, Morgan Sanford, 2013-2014

Committee – USU STARS! GEAR UP

- Member, STARS! GEAR UP, Project Director Search Committee, 2017-2018

Committee– USU School of Teacher Education and Leadership

- Member, R411 Master’s Degree Review (Lead: Suzie Jones), Sept. 2021-present
- Member, Literacy and Leadership, School of Teacher Education and Leadership, Aug. 2011-May 2015, Aug 2016-present
- Member, Instructional Leadership, School of Teacher Education and Leadership, Aug 2018-May 2019

Committee– USU School of Teacher Education and Leadership Promotion and Tenure

- Chair, Dr. Amanda Deliman, Literacy, Assistant to Associate Professor, 2020-present
- Member, Dr. Mario Suarez, Social Studies, Assistant to Associate Professor, 2019-present
- Member, Dr. Ryan Knowles, Social Studies, Assistant to Associate Professor, 2018-present
- Chair, Dr. Alyson Lavigne, Instructional Leadership, Assistant to Associate Professor, 2017-present
- Member, Dr. Courtney Stewart, Instructional Leadership, Assistant to Associate Professor, 2017-2019

Committee– USU Special Education and Rehabilitation Counseling Promotion and Tenure

- Member, Dr. Sophia D'Angastino, Special Education, Assistant to Associate Professor, 2021-present
- Member, Dr. Wilhelmina van Dijk, Special Education, Assistant to Associate Professor, 2021-present
- Member, Dr. Kaitlin Bundock, Special Education, Assistant to Associate Professor, 2020-present
- Member, Dr. P. Raymond Joslyn, Special Education, Assistant to Associate Professor, 2019-present

- Member, Dr. Karen Hager Martinez, Special Education, Assistant to Associate Professor, 2018-2021
- Member, Dr. Christa Haring Biel, Special Education, Assistant to Associate Professor, 2018-2020

Committee – USU School of Teacher Education and Leadership Faculty Search

- Member, Literacy and Leadership Tenure-Track, Assistant Professor, 2017-2018, 2018-2019
- Member, Instructional Leadership Tenure-Track, Assistant Professor, 2017-2018
- Member, Instructional Leadership Tenure-Track, Open-rank Professor, 2016-2017
- Member, English Learner Tenure-Track, Assistant Professor, 2016-2017

Committee– USU Special Education and Rehabilitation Promotion and Tenure

- Ombudsperson, Dr. Anne Larson, Year 2 of Annual Review Assistant to Associate Professor, Nov. 2017

Committee – USU Special Education and Rehabilitation Counseling Faculty Search

- Member, Early Childhood Special Education and Reading and Language Arts, Tenure-Track, Assistant or Associate Professor, 2020-2021 (two positions)
- Member, Mild/Moderate Reading Disabilities, Tenure-Track, Assistant or Associate Professor, 2016-2017, 2017-2018

Faculty Course Observations

- Dr. Karen Hager Martinez, SPED 5014, Spring 2020
- Dr. Alyson Lavigne, TEAL 6060, Spring 2018

CONSULTING

- Research informed instructional designer, Internship training module development and online delivery system for Commonwealth of Virginia State Council of Higher Education, in collaboration with Atomic Jolt for work-based learning and internship opportunities content development and online delivery, Sept. 2021-present (ends 2023)
- Research informed instructional designer and professional development, Iowa Distance Education Adult Literacy (IDEAL; online education coursework for adults earning a diploma in Iowa), in collaboration with Atomic Jolt for instructional technology design and creation of web application, Dec. 2020-present (ends 2022)
- Adolescent Literacy Content Specialist, National Center on Intensive Interventions (NCII) at American Institutes for Research, 2017-present
- USU Department of Special Education and Rehabilitation Counseling Master’s Degree Self-Study R411 Report, 3-person team submitted report to the Utah State Board of Regents’ Review, Feb.-May 2021
- Adolescent Literacy Expert, Literal, collaborated with founders to enhance their multimodal computer-based scaffolding system for novels in ELA with evidence-based practices targeting literacy, engagement, effective instruction, and assessment, 2019-2020
- Developer of Adolescent Literacy Exemplar Adaptations, National Center on Intensive Interventions (NCII) at American Institutes for Research, 2012-2017
- Professional develop workshop at Granite School District Reading Institute for Secondary Reading Teachers teaching Tier 2 reading remediation, Granite, UT, April 2017
- Curriculum Instructional Designer for Latinos in Action (LIA), a yearlong college readiness course for diverse middle school and high school students in Utah, in collaboration with Atomic Jolt for instructional technology design and creation of web application, 2014-2015

- Project GOAL Training and Professional Development Ongoing Coaching Support, Texas Education Agency (TEA), 2-day Dropout Prevention Intervention Training for Program and Site Coordinators of Communities in Schools (CIS) of Texas and ongoing coaching support for implementation and sustainability in more than 30 secondary schools throughout Texas, 2012-2013
- Project GOAL Training, Texas Education Agency (TEA), 3-day Trainer of Trainer Dropout Prevention Intervention Training for State Directors of Communities in Schools (CIS) of Texas, May 2011
- Qualitative Evaluation Reporter, Evaluation Research Services (ERS), Evaluation of Washington's State Personnel Development Grant: Improving Core Subject Instruction for All Students Pilot Project and the Re-Tooling Instruction through Response to Intervention Initiative, June 2010
- Consultant and Seminar Facilitator, The IRIS Center for Training Enhancements, IDEA '04 and Research for Inclusive Settings (IRIS), U.S. Department of Education, 2006-2010
- Consultant, Special Education Faculty Needs Assessment (SEFNA), Office of Special Education Programs, U.S. Department of Education, 2007-2008