

Marla King Robertson, Ph.D.
School of Teacher Education and Leadership
Emma Eccles Jones College of Education and Human Services
Utah State University
320 N Aggie Blvd.
Vernal, Utah 84078
marla.robertson@usu.edu
Cell phone (940) 368-9751 mkrobertson2009@gmail.com

EDUCATION

Doctor of Philosophy in Reading Education with Curriculum and Instruction emphasis, Texas Woman's University, 2014.

Dissertation: *Influences on Teacher Decision-Making about Writing Instruction in a High-Stakes Writing Assessment Grade*

Chair: Connie Briggs, Ph.D.

Master of Education, Southern Utah University, 2008.

Creative Project: *Literacy Program for At-Risk 3rd Grade Readers*

Chair: Deborah Hill, Ph.D.

Bachelor of Science in Business Management, Brigham Young University.

RESEARCH INTERESTS

My research agenda centers on the intersection of literacy, professional development, assessment policies and practices, and teacher education. I am interested in better understanding how teachers negotiate complex education systems and continue to learn and grow as decision-making professionals. I have interests in complex adaptive systems and human systems dynamics as applied to education systems, writing instruction, and the use of nonfiction children's literature in classrooms.

PROFESSIONAL WORK EXPERIENCE

Assistant Professor – Elementary Education & Literacy, School of Teacher Education and Leadership, Emma Eccles Jones College of Education & Human Services, Utah State University, Roosevelt/Vernal, Utah, August 2016 to present

Visiting Assistant Professor – Literacy Studies, Department of Curriculum and Instruction, University of Texas at Arlington, Arlington, Texas, September 2015 to May 2016

Post-Doctoral Research Associate/Assistant Project Coordinator, Teacher Education Department, University of North Texas, Denton, Texas, September 2014 to July 2015

Co-Instructor, North Star of Texas Writing Project Summer Institute, Denton, Texas, June 2014 to July 2014, June 2016

Part-Time Instructor, Department of Reading, Texas Woman's University, Denton, Texas, January 2013 to December 2014

Graduate Teaching Assistant, Department of Reading, Texas Woman's University, Denton, Texas, October 2012 to December 2012, June 2013 to August 2013

Graduate Research Assistant, Department of Reading and Reading Recovery University Training Center, Texas Woman's University, Denton, Texas, January 2011 to December 2012

First Grade Teacher, Denton Independent School District, Denton, Texas, August 2009 to August 2010.
Third Grade Teacher, Denton Independent School District, Denton, Texas, August 2008 to August 2009
Third Grade Teacher, Washington County School District, Hurricane, Utah, August 2005 to August 2008
Title 1 Reading Aide, Washington County School District, Hurricane, Utah, September 2003 to May 2005
IT Principal Analyst, Dallas Independent School District, Dallas, Texas, January 1983 to January 1989.

CERTIFICATIONS

Utah Teacher Certification: Level 3 - Elementary Education (1-8) – current through 2025
Texas Teacher Certifications: Generalist (EC-4), English Language Arts and Reading (4-8), English as a Second Language Supplemental (EC-12), Reading Specialist (EC-12) – all current through 2026
Reading Recovery: Literacy Lessons Certification
Human Systems Dynamics Professional Certification

PUBLICATIONS

*designates student author

Peer-Reviewed Articles:

- Smith, J.M., & **Robertson, M.K.** (2021). (Info)Graphically inclined: A framework for infographic learning. *The Reading Teacher*, 74(4), 439-449. <https://doi.org/10.1002/trtr.1966>
- Robertson, M.K.**, & Smith, J.M. (2020). Visuals and text in nonfiction: A process for nonfiction author studies. *Voices from the Middle*, 28(2), 37-42.
- Robertson, M.K.**, Sharp, L., Raymond, R.D., & Piper, R.E. (2020). An exploration of teacher preparation practices with foundational knowledge of literacy. *Northwest Journal of Teacher Education*, 15(3), Article 2. DOI 10.15760/nwjte.2020.15.3.2 doi.org/10.15760/nwjte.2020.15.3.2
- Sharp, L., **Robertson, M.K.**, Raymond, R.D., Piper, R.E., Piotrowski, A., Bender-Slack, D., & Young, T. (2020). Meeting Standards 2017? A national survey of classroom teacher preparedness for literacy instruction. i.e.: *inquiry in education*, 12(1), Article 10. <https://digitalcommons.nl.edu/ie/vol12/iss1/10/>
- Sharp, L., **Robertson, M.K.**, Piper, R.E., Young, T., & Raymond, R. (2019). How do literacy teacher educators engage as literacy leaders? *The Advocate*, 25(1), <https://doi.org/10.4148/2637-4552.1134>.
- Smith, J.M., & **Robertson, M.K.** (2019). Navigating award-winning nonfiction children's literature. *The Reading Teacher*, 73(2), 195-204. DOI 10.1002/trtr.1811
- Robertson, M.K.**, Patterson, L., Briggs, C., & Simpson, A. (2018). Reading Recovery and complex adaptive systems: Widening circles for sustainable implementation. *Journal of Reading Recovery*, 18(2), 43-52.
- Smith, J., & **Robertson, M.K.** (2017). Influence of online book clubs on pre-service teacher beliefs and practices. *The Reading Professor*, 40(2), Article 22. <https://scholar.stjohns.edu/thereadingprofessor/vol40/iss2/22>
- Robertson, M.K.**, & Smith, J. (2017). Exploring one preservice teacher's emerging pedagogical beliefs during an online book club. *International Journal of Technology in Teaching and Learning*, 13(2), 78-90. ISSN: EISSN-1551-2576 <https://eric.ed.gov/?id=EJ1211991>
- Piotrowski, A., & **Robertson, M.K.** (2017). Engagement across the miles: Using videoconferencing with small groups in synchronous distance courses. *Journal on Empowering Teaching Excellence*, 1(2), Article 8. <https://doi.org/10.26077/xks7-8833>

Robertson, M.K. & Goss, A. (2016). Can we do it? Developing student's identities as readers and writers in today's high-stakes classrooms. *English in Texas*, 46(1), 30-35.
<https://eric.ed.gov/?q=developing+student%27s+identities+as+readers+and+writers+in+today%27s+high-stakes+classrooms&id=EJ1262879>

Robertson, M., & Patterson, L. (2016). Complexity, conceptual models, and teacher decision-making research. *Emergence: Complexity and Organization*, 18(2),
<https://journal.emergentpublications.com/article/complexity-conceptual-models-and-teacher-decision-making-research/>. doi: 10.emerg/10.17357.fa6ec4e6ef0c66be07c001a2a0d474c0.

Robertson, M. (2013). Unfinished. *English in Texas*, 43(1), 42. ISSN: 04250508 Accession: 101301430

Robertson, M., & Simpson, A. (2012). Learning communities and leadership: What teachers say about shared classroom implementations. *Journal of Reading Recovery*, 12(1), 27-35.

Contributions to Edited Books:

Robertson, M.K., & Piotrowski, A. (2019). Authentic inquiry with undergraduate preservice teachers in synchronous interactive video conferencing courses. In J. Yoon and P. Semingson (Eds.) *Educational Technology and Resources for Synchronous Learning in Higher Education* (pp. 109-128). Hershey, PA: ICI Global.

Robertson, M., Patterson, L., & Wickstrom, C. (2016). Powerful writing instruction: Seeing, understanding, and influencing patterns. In E. Ortlieb, E. H. Cheek, & W. Verlaan (Eds.) *Literacy Research, Practice and Evaluation Volume 7: Writing Instruction to Support Literacy Success* (pp. 241-261). Emerald Group Publishing Limited.

Smith, J. M., & **Robertson, M.K.** (2016). Going beyond text structure in informational text: It's more than just a table of contents and an index. In E. Martinez, & J. Pilgrim (Eds.) *Literacy Summit Yearbook Volume 2* (pp. 32-37). San Antonio, TX: Specialized Literacy Professionals and Texas Association for Literacy Education. ISSN: 2168-0019.

Semingson, P., Hurlbut, A., Owen, D., & **Robertson, M.** (2016). Scaffolding digital writing and storytelling in online-only teacher education courses. In J. Keengwe & G. Onchwari (Eds.) *Handbook of Research on Learner-Centered Pedagogy in Teacher Education and Professional Development* (pp. 104-127). Hershey, PA: IGI Global.

Conference Proceedings:

Semingson, P., Collins, D, Hungerford-Kresser, H., Hurlbut, A., Myers, J., Owens, D., & **Robertson, M.** (2016). Digital teacher induction via webinar and social media. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 371-376). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Book Reviews:

Robertson, M.K. (2015). *The importance of read-aloud*. Book review of *In defense of read aloud: Sustaining best practice* by Steven L. Layne. *English in Texas*, 45(2), 60-61. ISSN: 04250508 Accession: 111954157

Manuscripts Under Review:

*Robertson, M., & Robertson, M. K. (under review). Transforming teaching: A process for implementing problem-based learning in a college-level course. Manuscript submitted to *Journal of Empowering Teaching Excellence*.

Robertson, M.K. (under review). Systemic influences of assessment policies and practices on writing instruction: Understanding schools as complex human systems. Manuscript submitted to *ERIC*

Robertson, M.K., Piotrowski, A., & Smith, J. (under review). Preservice teachers as inquirers and website creators: The multigenre digital inquiry project. Manuscript submitted to *Journal of Curriculum and Teaching*.

Works in Progress:

*Priestley, K.L., & **Robertson, M.K.** (in progress). The power of a formative experiment in literacy (despite a small n), Manuscript in progress.

Robertson, M.K., Sharp, L., Raymond, R. (in progress). *Challenges in literacy teacher education programs*. Manuscript in progress.

Robertson, M.K., & Smith, J.M. (in progress). Changes in nonfiction texts for children: A call for a focus on multimodal, visual, and graphical literacies instruction. Manuscript in progress for submission to *Language Arts*.

Non-Refereed Publications or Other Creative Achievements:**Reports:**

Anderson, N., **Robertson, M.K.**, Ramirez-Robertson, J., & Taylor, N. (2013). *Exploring Technological Innovations in the Training and Ongoing Professional Development of Reading Recovery Educators, Reading Recovery Teacher Learning: Blended Environments*. Report to National Trainers Group of the Reading Recovery Council of North America.

Anderson, N., & **Robertson, M.K.** (2013). *Exploring Technological Innovations in the Training and Ongoing Professional Development of Reading Recovery Educators, Innovation: Analysis of Adaptive Expertise and Self-Analysis of Teaching Videos Influence on Teacher Leaders' Adaptive Expertise Related to Reading Recovery*. Report to National Trainers Group of the Reading Recovery Council of North America.

Simpson, A., & **Robertson, M.K.** (2012). *Texas Woman's University Reading Recovery and Descubriendo la Lectura 2011-2012 Executive Summary*.

Rodriguez, Y., & **Robertson, M.K.** (2011). *Texas Woman's University Reading Recovery and Descubriendo la Lectura 2010-2011 Executive Summary*.

Curriculum:

Genova, H., Vaughan, P., Atkins, B., Lemieux, R., **Robertson, M.**, Thompson, K., Curtis, J., Wickstrom, C., & Patterson, L. (2015, 2016). *Finding True North: Lesson Frameworks to Support Powerful Writing: English I Expository Writing*. Developed and adapted for Lewisville Independent School District Summer Writing Camp, Lewisville, Texas.

Genova, H., Vaughan, P., Atkins, B., Lemieux, R., **Robertson, M.**, Thompson, K., Curtis, J., Wickstrom, C., & Patterson, L. (2015, 2016). *Finding True North: Lesson Frameworks to Support Powerful Writing: English II Persuasive Writing*. Developed and adapted for Lewisville Independent School District Summer Writing Camp, Lewisville, Texas.

Webinars:

Patterson, L., **Robertson, M.**, Wickstrom, C., & Holladay, R. (2016). *Teacher Stories for Change: Monthly Webinar Series for Teachers*. Human Systems Dynamics Institute, February 4, 2016.

Patterson, L., Holladay, R., & **Robertson, M.** (2015). *Engage in Joyful Practice! Sustaining Stamina and Smiles in Spite of Everything*. Webinar Series: Simple Rules for Change Makers. Human Systems Dynamics Institute. April 16, 2015

Newsletters:

Robertson, M. (Fall, 2013). Do you need to be an advocate for yourself? *Doctoral Student Innovative Community Group Newsletter*, Literacy Research Association.

Robertson, M., & Isbrand, S.P. (Summer, 2012). I get by with a little help from my friends. *Doctoral Student Innovative Community Group Newsletter*, Literacy Research Association.

PEER-REVIEWED PRESENTATIONS

International & National Conferences:

Turner, R., Deliman, A., & **Robertson, M.** (accepted, November, 2021). *Connecting past & present: Contemporary concerns in children's literature*. Minneapolis, MN: National Council for the Social Studies Annual Conference.

Robertson, M. & Smith, J. (December, 2020). *A content analysis of two award-winning nonfiction author/illustrators' books for children*. Houston, TX (moved to virtual): Literacy Research Association Annual Meeting.

Smith, J., & **Robertson M.** (November, 2020). *Teaching English education across modalities through digital literacies – Infographics in student research: A confluence of ideas & images*. Denver, CO (moved to virtual): National Council of Teachers of English Annual Meeting.

Piotrowski, A., **Robertson, M.**, & Smith, J. (November, 2019). *SLAM 2019: The power of authentic inquiry in literacies and multimedia – Bringing inquiry into teacher education courses: The multigenre digital inquiry project*. Baltimore, MD: National Council of Teachers of English Annual Conference.

Robertson, M., & Smith, J. (November, 2019). *Inquiring minds want to know: Using genre, author, and illustrator studies in the classroom*. Baltimore, MD: National Council of Teachers of English Annual Conference.

Sharp, L., **Robertson, M.**, Piper, R., Raymond, R., Bender-Slack, D., & Young, R. (November, 2019). *Are we meeting professional standards for literacy teacher preparation?* Corpus Christi, TX: Association of Literacy Educators and Researchers Annual Meeting.

Hauptman, A., **Robertson, M.**, & Smith, J., & Hasty, M. (October, 2019). *A Conversation with Emma Otheguy: The ILA 2019 Children's and Young Adults' Book Awards*. New Orleans, LA: International Literacy Association Annual Meeting.

Sharp, L., **Robertson, M.**, Piper, R., Raymond, R., Bender-Slack, D., & Young, R. (October, 2019). *Literacy teacher preparation among classroom teachers: Results from a national analysis*. New Orleans, LA: International Literacy Association Annual Meeting.

Robertson, M., & Smith, J. (October, 2019). *(Info)Graphically inclined: Preparing students to analyze and create real world graphics in informational texts*. New Orleans, LA: International Literacy Association Annual Meeting.

Piotrowski, A., **Robertson, M.**, & Smith, J. (July, 2019). *Preparing preservice ELA teachers to push beyond traditional literacies*. Fayetteville: AK: English Language Arts Teacher Educators Summer Conference.

Smith, J., & **Robertson, M.** (November, 2018). *Award-winning nonfiction children's literature: Changes over time*. Indian Wells, CA: Literacy Research Association Annual Meeting.

Piotrowski, A., & **Robertson, M.** (November, 2018). *Preservice teachers' learning about writing instruction through the multigenre digital inquiry project*. Houston, TX: National Council of Teachers of English Annual Conference.

Robertson, M. & Piotrowski, A. (July, 2018). *Real world writing using technology: Using multigenre inquiry projects to prepare preservice teachers to teach writing and meet writing standards*. Austin, TX: International Literacy Association Annual Meeting.

Robertson, M. & Smith, J. (July, 2018). *Exploring changes in award-winning nonfiction books: Changes for literacy teacher education*. Austin, TX: International Literacy Association Annual Meeting.

Smith, J. & **Robertson, M.** (July, 2018). *Calling all Autobots! Transforming how we engage students with nonfiction texts using innovative reading and writing strategies*. Austin, TX: International Literacy Association Annual Meeting.

- Robertson, M.** (July, 2018). *Incorporating technology with a multigenre inquiry project*. Austin, TX: International Literacy Association Annual Meeting.
- Robertson, M.** (December, 2017). *Creating websites to showcase multigenre inquiry projects on teaching writing*. Tampa, FL: Literacy Research Association Annual Meeting.
- Robertson, M.** (December, 2017). *Crossover and negotiation among influences: A complex account of teacher decision-making and writing instruction*. Tampa, FL: Literacy Research Association Annual Meeting.
- Robertson, M.** (November, 2017). *Analyzing emerging patterns and adaptive action: A complex account of teacher decision-making and teaching writing*. St. Petersburg, FL: Association of Literacy Educators and Researchers Annual Conference.
- Smith, J., & **Robertson, M.** (July, 2017). *Pow! Bam! Wham! Crank up the thinking in your content area classroom with engaging discussion and writing opportunities for students with informational and nonfiction text*. Orlando, FL: International Literacy Association Annual Meeting.
- Robertson, M.,** & Pole, K. (July, 2017). *#LiteracyPLNReimagined: Taking charge of your professional learning network*, Orlando, FL: International Literacy Association Annual Meeting.
- Smith, J., & **Robertson, M.** (December, 2016). *Exploring the use of online book clubs with preservice teachers using professional books*. Nashville, TN: Literacy Research Association Annual Meeting.
- Robertson, M.,** Wickstrom, C., & Patterson, L. (December, 2016). *Setting conditions for teacher adaptation and transformation*. Nashville, TN: Literacy Research Association Annual Meeting.
- Pole, K. & **Robertson, M.** (December, 2016). *"Tweeting in class because our professor told us to": Using Twitter to build professional learning networks in an undergraduate teacher education course in disciplinary literacy*. Nashville, TN: Literacy Research Association Annual Meeting.
- Robertson, M.** (December, 2016). *Complexity, conceptual models, and teacher decision-making research*. Nashville, TN: Literacy Research Association Annual Meeting.
- Robertson, M.,** & Wickstrom, C. (November, 2016). *Adaptive teaching and complexity: Teacher knowledge that makes a difference in writing instruction*. Myrtle Beach, SC: Association of Literacy Educators and Researchers Annual Conference.
- Robertson, M.,** Wickstrom, C., & Patterson, L. (November, 2016). *Are you protected from mayhem? Using commercials to teach expository and persuasive writing using the Finding True North lesson framework*. Atlanta, Georgia: National Council of Teachers of English Annual Conference.
- Robertson, M.** (July, 2016). *Writing teachers' decision-making through a complex systems lens* for Outstanding Dissertations Session. Boston, Massachusetts: International Literacy Association Annual Meeting. [Invited]
- Patterson, L., **Robertson, M.,** Simpson, A., & Briggs, C. (July, 2016). *Reading Recovery & complex adaptive systems: Widening circles for sustainable implementation*. Vancouver, British Columbia, Canada: International Reading Recovery Institute.
- Semingson, P., Collins, D., Hungerford-Kresser, H., Hurlbut, A., Myers, J., Owens, D., & **Robertson, M.** (April, 2016). *Digital teacher induction via webinars and social media*. Atlanta, Georgia: Society for Information Technology and Teacher Education (SITE) 2016 Annual Conference.
- Smith, J., & **Robertson, M.** (January, 2016). *Going beyond text structure in informational text: It's more than a table of contents and an index*. San Antonio, Texas: 2016 Literacy Summit.
- Adams, M., Genova, H., & **Robertson, M.** (November, 2015). *The power of remediation through writing: Growing young writers and raising test scores*. Minneapolis, Minnesota: National Writing Project 2015 Annual Meeting.

- Robertson, M.,** Patterson, L., Wickstrom, C., Wilson-Youngblood, A., Goss, A., & Young, W. (November, 2015). *Responsibility, creativity, and adaptive action: How literacy educators navigate complex systems.* Minneapolis, Minnesota: National Council of Teachers of English Annual Conference.
- Smith, J., & **Robertson, M.** (July, 2015). *Expanding the conversation through online book clubs.* St. Louis, Missouri: International Literacy Association Annual Meeting.
- Robertson, M.** (July, 2015). *Influences on teacher decision-making in high-stakes assessment contexts.* St. Louis, Missouri: International Literacy Association Annual Meeting.
- Robertson, M.** (December, 2014). *Assessment policies influence on teacher decisions about writing.* San Marcos Island, Florida: Literacy Research Association Annual Meeting.
- Robertson, M.,** Smith, J., Ramirez-Robertson, J., & Vaughan, P. (April, 2013). *Catching fire: Using inquiry to ignite learning in a writing classroom.* San Antonio, Texas: International Reading Association Annual Meeting.
- Patterson, L., **Robertson, M.,** Dixon, K., Martin, T., & Izbrand, S. (December, 2011). *Blogging as a tool for political action: New literacies and the 2011 Save Our Schools March.* Jacksonville, Florida: Literacy Research Association Annual Meeting.
- Regional, State, and Local Conferences:**
- Robertson, M.** (October, 2019). *Creative graphics, designed text, supplemental information: Notable changes in award-winning nonfiction children's literature.* Sandy, Utah: Presented to inservice teachers and administrators at the 2019 Utah Literacy Association Annual Conference.
- Piotrowski, A., & **Robertson, M.** (August, 2019). *Engaging students through inquiry and project-based learning in interactive video conferencing courses.* Logan, Utah: Presented to faculty at the USU Faculty Empowering Teaching Excellence 2019 Conference.
- Robertson, M.,** & Piotrowski, A. (April, 2019). *Teaching using inquiry and project-based learning in IVC environments.* Price, Utah: Presented to faculty at the USU Statewide Campus Faculty Workshop.
- Piotrowski, A., & **Robertson, M.** (March, 2019). *Bringing authentic inquiry into the classroom – the multigenre digital inquiry project.* Roosevelt. Utah: Presented to in-service teachers at the 2019 Uintah Basin Education Summit.
- Piotrowski, A., & **Robertson, M.** (August, 2018). *Using videoconferencing to engage students in IVC courses.* Logan, Utah: Presented to faculty at the USU Faculty at the Empowering Teaching Excellence 2018 Conference.
- Piotrowski, A., & **Robertson, M.** (April, 2018). *Engaging students in IVC courses with videoconferencing.* Price, Utah: Presented to faculty at the USU Regional Campus Faculty Workshop.
- Robertson, M.,** & Piotrowski, A. (March, 2018). *Incorporating real world writing in the classroom while still meeting the standards.* Vernal, Utah: presented to in-service teachers at the 2018 Uintah Basin Education Summit.
- Piotrowski, A., Cuch, M., & **Robertson, M.** (March, 2018). *A career in education from USU-Uintah Basin.* Vernal, Utah: Presented to education leaders and teachers at the Uintah Basin Education Summit.
- Robertson, M.** (May, 2017). *Playing with multigenre inquiry projects.* Keller, Texas: presented to in-service teachers at the EL Play Inquiry Day for the North Star of Texas Writing Project.
- Robertson, M.** (April, 2017). *Developing adaptive and reflective teachers of writing.* Vernal, Utah: presented to researchers at the Uintah Basin Research Conference.
- Piotrowski, A., **Robertson, M.,** & Cuch, M. (March, 2017). *A career in education from USU-Uintah Basin.* Vernal, Utah: Presented to education leaders and teachers at the Uintah Basin Education Summit.

- Simpson, A., Briggs, C., Patterson, L., & **Robertson, M.** (November, 2016). *Looking inside schools: What contributes to strong implementations*. Hurst, Texas: Presented to in-service elementary and secondary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.
- Robertson, M.,** & Pole, K. (February, 2016). *#LiteracyLearningforTeachers: Creative ways to increase your professional learning network*. Denton, Texas: Presented to pre-service, elementary, and secondary teachers at Texas Woman's University for the 50th Annual Rose Spicola Forum in Reading.
- Robertson, M.** (September, 2015). *Am I there yet?* Denton, Texas: Presented to in-service and pre-service teachers at the 14th Annual Texas Association for the Improvement of Reading Conference, University of North Texas.
- Robertson, M.,** & Thompson, K. (February, 2015). *You mean I have to teach writing too!* Denton, Texas: Presented to pre-service, elementary, and secondary literacy teachers at Texas Woman's University for the 49th Annual Rose Spicola Forum in Reading.
- Smith, J., & **Robertson, M.** (February, 2015). *Extending the classroom walls: Exploring the use of online book clubs*. The Woodlands, Texas: Presented to literacy teachers and administrators at the Texas Association for Literacy Education Spring Conference.
- Smith J., & **Robertson, J.** (November, 2015). *Are online book clubs for you?* Dallas, Texas: Presented to in-service elementary and secondary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.
- Robertson, M.** (September, 2014). *Writing is learning*. Denton, Texas: Presented to pre-service and in-service teachers at the 13th Annual Texas Association for the Improvement of Reading Conference, University of North Texas.
- Robertson, M.,** & Ramirez-Robertson, J. (February, 2014). *Writing all the livelong day*. Denton, Texas: Presented to pre-service, elementary, and secondary literacy teachers at Texas Woman's University for the 48th Annual Rose Spicola Forum in Reading.
- Robertson, M.,** & Ramirez-Robertson, J. (November, 2014). *Never hear "I don't have anything to write about" again*. Dallas, Texas: Presented to in-service elementary and secondary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.
- Robertson, M.,** Smith, J., Ramirez-Robertson, J, & Vaughan, P. (November, 2103). *Persuading prose from persnickety pupils*. Dallas, Texas: Presented to in-service elementary and secondary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.
- Robertson, M.** (February, 2013). *The benefits of daily writing in all grades: It's not just for 4th and 7th grade STAAR prep*. Denton, Texas: Presented to pre-service, elementary, and secondary literacy teachers at Texas Woman's University for the 47th Annual Rose Spicola Forum in Reading.
- Robertson, M.,** & Vaughan, P. (November, 2012). *Winning writers' workshop*. Dallas, Texas: Presented to in-service elementary and secondary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.
- Robertson, M.** (September, 2012). *Sharing shared writing*. Denton, Texas: Presented to in-service and pre-service teachers at the 11th Annual Texas Association for the Improvement of Reading Conference, University of North Texas.
- Simpson, A., & **Robertson, M.** (November, 2012). *Sharing success with shared classrooms and Reading Recovery*. Dallas, Texas: Presented to in-service elementary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.
- Simpson, A., & **Robertson, M.** (November, 2012). *Is the i3 grant for our school?* Dallas, Texas: Presented to school administrators at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.

Robertson, M. (February, 2012). *Winning writers' workshop*. Denton, Texas: Presented to pre-service, elementary, and secondary literacy teachers at Texas Woman's University for the 46th Annual Rose Spicola Forum in Reading.

Peterson, D., Cahill, M., & **Robertson, M.** (November, 2011). *Technology in the elementary classroom*. Dallas, Texas: Presented to in-service elementary and secondary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.

Robertson, M. (February, 2011). *Writers' workshop in the elementary classroom*. Denton, Texas: Presented to pre-service and elementary literacy teachers at Texas Woman's University for the 45th Annual Rose Spicola Forum in Reading.

OTHER PRESENTATIONS

Invited Presentations

Robertson, M. (July, 2016). *Writing teachers' decision-making through a complex systems lens* for Outstanding Dissertations Session. Boston, Massachusetts: International Literacy Association Annual Meeting.

Rumenapp, J., Muhammad, G., Robertson, M., Chamber-Schuldt, L., and Stewart, M. (December, 2015). *Academia 101: Navigating the journey from graduate student to professional*. Carlsbad, California: Literacy Research Association Annual Meeting.

Professional Development Presentations:

Robertson, M. (October, 2019). *The DRIVE Model: A comprehensive model of reading*: Vernal, Utah. Presented to in-service teachers at Davis Elementary in Uintah County School District.

Robertson, M. (September, 2019). *Changes in recent nonfiction texts for children*. Vernal, Utah. Presented to in-service teachers at Davis Elementary in the Uintah County School District.

Robertson, M., & Patterson, L. (June, 2016). *Writing and writing instruction the North Star of Texas Writing Project and National Writing Project way*. Lewisville, Texas. Presented to in-service teachers.

Robertson, M., & Patterson, L. (June, 2016). *"Finding True North" writing camp*. Lewisville, Texas. Presented to in-service teachers and students.

Vaughan, P., Genova, H., Smith, R., **Robertson, M.,** & Ramirez-Robertson, J. (April, 2016). *"Finding True North" writing camp*. Gainesville, Texas: Presented to in-service teachers and students.

Jacobs, D., Patterson, L., Ramirez-Robertson, J., Thompson, K., & **Robertson, M.** (February, 2014). *Writing journeys*. Mesquite, Texas. Presented to in-service teachers.

Robertson, M., & Thompson, K. (August, 2014). *Write for Texas elementary launch: Disciplinary literacy*. Rio Hondo, Texas: Presented to in-service teachers and administrators.

Revelle, C., **Robertson, M.,** & Thompson, K. (August, 2014). *Write for Texas intermediate launch: Disciplinary literacy*. Rio Hondo, Texas: Presented to in-service teachers and administrators.

Robertson, M., & Cato, H. (April, 2014). *Re-visioning: Imagine and create; look, think and act. If at first you don't succeed, iterate and iterate again*. Lewisville, Texas: Presented to in-service teachers and teacher consultants at the North Star of Texas Writing Project Inquiry Day.

Robertson, M. (March, 2013). *The benefits of shared and collaborative writing experiences*. Grapevine, Texas: Presented to in-service teachers and teacher consultants at the North Star of Texas Writing Project Spring Saturday Session.

Robertson, M. (October, 2012). *Shared writing: Benefits for individual student writing*. Grapevine, Texas: Presented to in-service teachers and teacher consultants at the North Star of Texas Writing Project Fall Saturday Session.

Invited Addresses:

Robertson, M. (October, 2018). *Generating ideas for writing*. Vernal, Utah. Address to Vernal Middle School students, Uintah School District.

Robertson, M. (October, 2015). *Alternative presentation formats: Ignite and Pecha Kucha*. Arlington, Texas. Address to College of Education Faculty, University of Texas at Arlington.

Patterson, L. & **Robertson, M.** (October, 2015). *Reading Recovery and system-wide implementation: Seeing, understanding, and influencing patterns in complex systems*. Denton, Texas: Address to Reading Recovery University Training Center's Teacher Leader Institute, Texas Woman's University.

Robertson, M. (November, 2014). *Publishing options in the field of literacy*. Denton, Texas: Address to Doctoral Collaborative, Texas Woman's University.

Robertson, M. (October, 2013). *Writing a journal article: From idea to publication*. Denton, Texas: Address to Doctoral Collaborative, Texas Woman's University.

Patterson, L., Wickstrom, C., Martin, T., & **Robertson, M.** (April, 2013). *Sustaining the good stuff: Use Human Systems Dynamics to build adaptive capacity*. Denton, Texas: Address to Teacher Education faculty at the Reading Federation Forum, University of North Texas.

Guest Lectures:

Robertson, M. (March, 2021). *Content analysis as a qualitative research method*. Utah State University, Guest lecture for qualitative data analysis doctoral course.

Robertson, M. (October, 2020). *Research present and future 2020*. Utah State University, Guest lecture for curriculum and instruction doctoral course.

Robertson, M. (September, 2019). *Research past and future 2019*. Utah State University, Guest lecture for curriculum and instruction doctoral course.

Robertson, M., & Patterson, L. (February, 2019). *Complex systems, leadership, and research: Set conditions for sustainable learning*. Texas Woman's University, Guest lecture for literacy policy doctoral course.

Robertson, M., & Piotrowski, A. (September, 2018). *Research with small groups during synchronous Interactive Video Conferencing classes and research on the Multigenre Digital Inquiry Project*. Utah State University, Guest lecture for curriculum and instruction doctoral course.

Robertson, M. (June, 2018). *Innovative writing research on multigenre digital inquiry projects*. Utah State University, Guest lecture for literacy special topics doctoral course on writing research.

Robertson, M. (October, 2016). *Research and literacy*. Utah State University, Guest lecture for curriculum and instruction doctoral course.

Robertson, M. (March, 2015). *Complexity and literacy research*. Texas Woman's University, Guest lecture for doctoral policy course.

Robertson, M. (March, 2014). *Qualitative quest*. University of North Texas, Guest lecture for doctoral qualitative research methods course.

Robertson, M. (October, 2013). *My doctoral journey: Participant observation in dissertation research*. University of North Texas, Guest lecture for doctoral qualitative research methods course.

SPONSORED PROJECTS

Principal Researcher (2019-2020), *Davis Dives into Books*, project supported (\$2,465) by The Honor Society of Phi Kappa Phi 2019 Literacy Grant. **Marla Robertson, Ph.D.**, Principal Developer.

Principal Researcher (2017-2020), *Teaching Writing Through Multigenre Digital Inquiry Projects*, research study partially supported (\$9,105) by Academic and Instructional Services, Utah State University. **Marla Robertson, Ph.D.**, Principal Investigator.

Post-doctoral Research Associate/Assistant Project Coordinator (September 2014-July 2015), *Write for Texas*, contract with the University of Texas at Austin and the Texas Education Agency (\$450,000) through the University of North Texas to promote writing in south Texas. Carol Wickstrom, Ph.D., Project Coordinator.

Research Assistant (September 2010-August 2013), *Reading Recovery: Scaling Up What Works i3 Grant* (funded 10/10 for 5 years, 2010-2015), USDOE supported (\$3,700,000), Texas Woman's University. Anne Simpson, Ph.D., Principal Investigator.

Research Assistant (2012-2013), *Exploring Technological Innovations in the Training and Ongoing Professional Development of Reading Recovery Educators, Innovation: Analysis of Adaptive Expertise and Self-Analysis of Teaching Videos Influence on Teacher Leaders' Adaptive Expertise Related to Reading Recovery*, Innovation research study from the Reading Recovery: Scaling Up What Works Investing in Innovation Grant, Texas Woman's University. Anne Simpson, Ph.D., Principal Investigator.

Research Assistant (2011-2013), *Exploring Technological Innovations in the Training and Ongoing Professional Development of Reading Recovery Educators, Reading Recovery Teacher Learning: Blended Environments*, Innovation research study from the Reading Recovery: Scaling Up What Works Investing in Innovation Grant, Texas Woman's University. Anne Simpson, Ph.D., Principal Investigator.

Research Assistant (2011-2013), *Effectiveness of Descubriendo la Lectura*, Innovation research study from the Reading Recovery: Scaling Up What Works Investing in Innovation Grant, Texas Woman's University. Anne Simpson, Ph.D., Principal Investigator.

PROJECTS

Co-researcher, *A Content Analysis of Notables Social Studies Books for Children* with Rachel Turner and Amanda Deliman, study beginning 2020, ongoing

Researcher, *Graphics in Children's Informational Texts for 5th and 6th Graders: A Content Analysis*, study beginning 2020, ongoing

Co-researcher. *Nonfiction Graphic Novels: A Content Analysis* with Jennifer Smith, study beginning 2020, ongoing

Co-researcher, *Nonfiction Author Studies*, co-researcher with Jennifer Smith, study beginning 2019, completed 2020

Co-researcher, *Creating Visual Representations of Learning: Infographics*, co-researcher with Jennifer Smith, study beginning 2018, completed 2020

Co-researcher, *An Analysis of K-12 Literacy Teacher Education Preparation*, co-researcher with Laurie Sharp, Rebekah Piper, Laney Bender-Slack, Roberta Raymond, Teresa Young, and Amy Piotrowski, study beginning 2017, completed 2019

Co-researcher, *A Content Analysis of the Orbis Pictus Award and Honor Books from 2000-2018*, co-researcher with Jennifer Smith, study beginning 2017, completed 2019

Co-researcher, *Teaching Writing Through Multigenre Digital Inquiry Projects with Preservice and Inservice Teachers*, co-research with Amy Piotrowski and Jennifer Smith, study beginning 2016, completed 2020

Co-researcher, *Using Microblogging in Teacher Education Courses*, co-researcher with Kathryn Pole, study beginning 2016, completed 2018

Co-researcher, *Reading Recovery and System-wide Implementation: Seeing, Understanding, and Influencing Patterns in Complex Systems* study, co-researcher with Anne Simpson and Leslie Patterson for the Texas Woman's University Reading Recovery Training Center, study beginning 2014, completed 2017

Co-researcher, *Coaching Teachers to Set Conditions for Generative Learning: A Research Project*, co-researcher with Carol Wickstrom and Leslie Patterson for the North Star of Texas Writing Project, study beginning 2014, completed 2018

Co-researcher, *Pre-service Teachers Participation in an Online Discussion and Its Influence on Instruction and Beliefs* research study, co-researcher with Jennifer Smith, study beginning 2014, completed 2017

Principal Researcher, *Influences on Teacher Decision-making about Writing Instruction in a High Stakes Writing Assessment Grade* research study, Principal Researcher, study beginning 2013, completed 2014

GRANTS

Funded

Davis Dives into Books, grant submitted with partner Cris Labrum (principal at Davis Elementary, Uintah School District) for the 2019 Literacy Grant, The Honor Society of Phi Kappa Phi, \$2,456, **project funded**.

Implementing and Presenting Preservice Teacher Research on Teaching Writing Through Multigenre Inquiry Projects, project submitted for the Academic and Instructional Services New Faculty Success in Scholarship Grant (NFSSG), Utah State University, \$10,000, **project funded** at \$9,105.

Synergistic collaboration, *Representational Connections in Algebraic Reasoning*, project submitted with Kribs, C., Rhoads, K., Jorgensen, T., and Pole, K. for the Texas Teacher Quality Grant program, \$554,514, **project partially funded**.

Not Funded

Teaching Using Informational Texts by Award-winning Authors and Illustrators, project submitted for the Academic and Instructional Services Excellence in Teaching and Learning Grant (ETLG), Utah State University, \$9,814, project not funded.

Award-Winning Nonfiction Children's Literature: Teaching Impacts of Changes Over Time, project submitted for the Academic and Instructional Services Excellence in Teaching and Learning Grant (ETLG), Utah State University, \$9,114, project not funded.

Changes Across Time in Nonfiction Award Winning Books, grant submitted with Smith, J. for the 2018 Literacy Grant, The Honor Society of Phi Kappa Phi, \$2,500, project not funded.

COURSES TAUGHT

Utah State University, Graduate

Research in Educational Settings TEAL 7545 (graduate – doctoral program)

Online format: Spring 2021

Designing and Conducting Literacy Research: A Capstone Experience TEAL 7326 (graduate – doctoral program)

Independent study format: Spring 2021, Fall 2020, Fall 2018

Literacy Research Apprenticeship TEAL 7327 (graduate - doctoral program)

Internship format: Spring 2021, Fall 2020, Summer 2020

Dissertation Research for Students in the Research and Evaluation Specialization TEAL 7970 (graduate - doctoral program)

Independent study format: Spring 2021, Fall 2020, Summer 2020, Spring 2020, Fall 2019, Summer 2019, Spring 2019, Fall 2018, Summer 2018, Spring 2018, Fall 2017

Qualitative Research Methods EDUC 6770 (graduate – distance doctoral cohort)

Blended format (face-to-face/online): Summer 2019, Summer 2017

Teaching with Literature and Informational Texts TEAL 6390/5390 (graduate – master’s program)

Online format: Summer 2020, Summer 2019, Summer 2018

Accelerated blended format (face-to-face/online for district cohort): Summer 2018

Research in Educational Settings (formerly Research for Classroom Teachers) TEAL 6545 (graduate – master’s program)

Online format: Summer 2021, Spring 2021, Summer 2020, Spring 2020

Blended format (IVC/online): Spring 2018

Utah State University, Undergraduate

Student Teaching Supervision - 13 students

Face-to-face format: Fall 2018 through Fall 2021

Teaching Language Arts and Practicum ELED 4030/4031/4032

Blended format (IVC or Web Broadcast/online): Fall 2021, Spring 2021, Fall 2020, Spring 2020, Fall 2016

IVC format: Fall 2019, Spring 2019, Fall 2018, Spring, 2018, Fall 2017, Spring 2017

Assessment and Instruction for Struggling Readers and Practicum ELED 4040/4042

IVC or Web Broadcast format: Fall, 2021, Spring 2021, Fall 2020, Spring 2020, Fall 2019

Blended format (IVC/online): Spring, 2019, Fall 2018

Classroom Reading Instruction ELED 3100

IVC format: Spring 2018, Fall, 2017, Spring 2017 (2 sections)

Beginning Classroom Management ELED 3005

IVC format: Fall 2016

Intermediate Classroom Management ELED 4005

IVC format: Fall 2016

University of Texas at Arlington, Graduate

Teaching the Writing Process LIST 5346 (graduate – master’s program)

Face-to-face format: mid-semester course - Fall 2015/Spring 2016 - specially designed course for Dallas Literacy Academy

Pre-Adolescent & Adolescent Literacy LIST 5326 (graduate – master’s program)

Online format: Fall 2015

Designing Literacy Research LIST 5385 (graduate – master’s program)

Online format: Fall 2015

University of Texas at Arlington, Undergraduate

Content Area Reading and Writing LIST 4343

Face-to-face format: Spring 2016

Middle Level Teaching – Reading, Writing, and Literature LIST 4378

Face-to-face format: Spring, 2016, Fall 2015

Texas Woman’s University, Graduate

Supervision and Teaching of Reading READ 5523 (graduate – master’s program)

Graduate Teaching Assistant with Dr. Anne Simpson

Blended format (face-to-face/online): Summer 2013

Texas Woman’s University, Undergraduate

Integrated Language Arts 4-8 READ 4413

Face-to-face format: Spring 2014, Fall 2013, Spring 2013, Fall 2012

Literacy Assessment and Instruction, EC-6 READ 4453
Face-to-face format: Fall 2014, Spring 2014

Foundations of Literacy 4-8 READ 3423
Face-to-face format: Fall 2013

NEW COURSE DEVELOPMENT, PREPARATIONS, AND MAJOR COURSE REVISIONS

Utah State University, Graduate

TEAL 7545 Research in Educational Settings

Created a doctoral level track for Research in Educational Settings in an online format to be cross listed with a similar master's level course and taught as part of a qualitative methods track for doctoral students in the Curriculum and Instruction doctoral program, although any doctoral student in the university can take this course. Upgraded readings and assignments to include heavier research and writing requirements more appropriate for the doctoral level.

TEAL 6390 Teaching with Literature and Informational Texts

Revised existing Teaching with Literature and Informational Texts designed in an online format to be taught primarily face-to-face in an accelerated two-week format for the Ogden School District cohort. Updated course to use the newest version of the textbooks which required some reorganization of chapter readings and updated articles and chapters from more recent peer-reviewed journals on topics for discussion. Created course content for the ten four-hour blocks with modeling and application of lessons using children's literature as resources. Adapted assignments for a face-to-face environment and to integrate into the accelerated format of this course.

TEAL 6545 Research for Classroom Teachers (Spring 2018)

Modified existing Research for Classroom Teachers course. Changes include: added readings from research in complex social systems, readings on theoretical/philosophical assumptions, and readings on other course-related topics; re-designed assignments to include memos updating student thinking across the semester; changed the final research proposal to an adaptive action progress report on an actual action research project begun during the semester

EDUC 6770 Qualitative Methods I (Summer 2017)

Modified existing Qualitative Methods I courses designed to be taught in a regular face-to-face semester to be taught as a blended intensive six-week summer course for the distance doctoral cohort. Adapted assignments and daily tasks to incorporate inquiry projects.

Utah State University, Undergraduate

TEAL 1002 Assessment for Paraprofessionals (new Fall 2021)

Designed a 1 credit course for paraprofessionals working in K-12 schools. This course discusses the way education paraprofessionals assist in the administration of classroom, school, district, or state assessments.

ELED 4030/4032 Teaching Language Arts and Practicum (Spring 2020)

Revised existing Teaching Language Arts and Practicum broadcast format to an every-other-week broadcast/online format (six broadcast/six online) with a three-week practicum at the end of the semester.

ELED 4040/4042 Assessment and Instruction for Struggling Readers and Practicum (Spring 2020)

Revised existing Assessment and Instruction for Struggling Readers designed a twelve-week broadcast format with a three-week practicum at the end to a fifteen-week broadcast format with an embedded practicum component arranged by each student.

ELED 4040/4042 Assessment and Instruction for Struggling Readers and Practicum (Fall 2019)

Revised existing Assessment and Instruction for Struggling Readers designed in a broadcast/online every-other-week format with a three-week practicum at the end to a twelve-week broadcast format with a three-week practicum at the end.

ELED 4031 Teaching Language Arts

Modified existing Teaching Language Arts course to integrate into the new elementary education lanes program being implemented in Spring 2018. This course needed to be redesigned to be a 2 credit course the is taught in line with a newly designed literacy practicum.

ELED 4041 Assessment and Instruction for Struggling Readers

Modified existing Assessment and Instruction for Struggling Readers course to integrate into the new elementary education lanes program being implemented in Spring 2018, with a specific focus for the regional campus section(s). This course needed to be redesigned to be a 2 credit course the is taught in line with a newly designed literacy practicum,

ELED 40XX Literacy Practicum

Helped design a new literacy practicum syllabus with Cindy Jones to coincide with the implementation of the new elementary education lanes program being rolled out in Spring 2019.

ELED 4030 Teaching Language Arts

Modified existing Teaching Language Arts course to add more writing and technology integration by including a Multigenre Inquiry Project that required creating a variety of writing genres uploaded to a website to share learning. Added small group discussions with students in multiple sites through synchronous videoconferencing software to model small group discussion and learning.

ELED 3100 Classroom Reading Instruction

Modified existing Classroom Reading Instruction course designed for face-to-face to be taught in an IVC format to multiple sites across the state of Utah. Changes included modifications to reading responses, addition of small group discussions through synchronous videoconferencing software, and other weekly updates to assist in course delivery through IVC

The University of Texas at Arlington, Graduate

LIST 5346 Teaching the Writing Process (Fall 2015-Spring 2016)

Developed a writing pedagogy course specifically for the Dallas Literacy Academy for the Dallas Independent School District. This was one in a series of three courses for this Academy. The course was a combination of two online masters' courses offered at UTA on writing re-designed for a face-to-face format to cross from the fall to the spring semester.

STUDENT ADVISEMENT COMMITTEES

Doctoral Committee Chair, Complete - 4

Priestley, K. Lea. (defended 2020). *Exploring the Influence of Peer-Assisted Learning Strategies (PALS) in Increasing Reading Comprehension of Grade-Level Biology Text and Biology Self-Efficacy in Students with Learning Disabilities: A Formative Experiment*, School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Chair

Ivie, Tara. (defended 2020). *An Analysis of Degree Completion Among Female Students at Utah Valley University: A Demonstration Case for an Individualized Analysis Model in Higher Education*, School of Teacher Education and Leadership, Curriculum and Instruction: Instructional Leadership, Utah State University, Chair

Reina, Laura. (defended 2018). *Route-finding: Developing Curricular Knowledge and Impacting Practice Through a Collaborative Curriculum Mapping Process*, School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Co-Chair with Sylvia Read

Evans, Marianne Bristow. (defended 2018). *The Integration of Reading, Writing, Speaking, and Listening Skills in the Middle School Social Studies Classroom*, School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Co-Chair with Sylvia Read

Doctoral Committee Chair, In Progress - 5

Strong, Ashley. (defended proposal 2019). *Factors Influencing High School Biology Teachers' Integration of Argumentation in the Context of Disciplinary Literacy Coaching*, School of Teacher Education and

Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Co-Chair with Amy Wilson-Lopez

Bunnell, Georgia. (defended proposal 2021). *A Content Analysis of Graphical Literacy Skills Instruction in Fifth Grade Core Reading Programs*, School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University

Student Name	Year Added as Chair	Ph.D. in Education Concentration Area	Role	Stage in Program
Carrie Ashcraft	2019	Literacy Education and Leadership	Chair	Writing proposal
Nicole Parker	2020	Literacy Education and Leadership	Co-Chair	In coursework
Jenette De Oliveira	2020	Literacy Education and Leadership	Chair	In coursework

Doctoral Committee Member, Complete - 6

Meisner, John. (defended 2019). *Understanding Preservice Teachers' Perceptions of Instructional Coaching During Student Teaching*, School of Teacher Education and Leadership, Curriculum and Instruction: Instructional Leadership, Utah State University, Steven Camicia, Chair

Dupree, Kami. (defended 2019). *Secondary Mathematics Teachers' Responses to Pivotal Teaching Moments*, School of Teacher Education and Leadership, Curriculum and Instruction: Mathematics Education and Leadership, Utah State University, Patricia Moyer-Packenham, Chair *winner of the USU Outstanding Dissertation of the Year

Horton, Zachary. (defended 2019). *Questioning Questions: A Grounded Theory Investigation of Teacher Questioning in Seminary for the Church of Jesus Christ*, School of Teacher Education and Leadership, Curriculum and Instruction: Instructional Leadership, Utah State University, Max Longhurst, Chair

Jorgensen, Alayne. (defended 2018). *Exploring the Influence of Digital Writing on Primary Students' Revisions of Informational Text: A Formative Experiment*, School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Kathleen Mohr, Chair

Day, Bryce. (defended 2017). *Exploring the Relationship Between the Use of a Selected Phonics Curriculum and the Oral Reading Fluency and Nonsense Word Fluency Scores of First-grade Students*, School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Kathleen Mohr, Chair

Neal, John. (defended 2017). *Examining the Read-to-Write Strategy and its Effects on Second Grader's Writing of Sequential Text*, School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Sarah Clark, Chair

Doctoral Committee Member, In Progress - 7

Watson, Nanette. (defended proposal, 2021). *Analyzing Student Writing: A Multiple Case Study Exploring Kindergarten Teacher Knowledge of Early Writing Development*, School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Cindy Jones, Chair

Leitch, Michael, (defended proposal, 2020). *Teacher Learning of Fractions Division with Area Models*, School of Teacher Education and Leadership, Curriculum and Instruction: Mathematics Education and Leadership, Utah State University, Beth MacDonald, Chair

Frabasilio, Angela Maria. (defended proposal, 2020). *A Study to Examine the Relationship Between Adaptive Reasoning and Learner-Generated Drawings When Middle School Students Work with Partners on Mathematical Tasks*, School of Teacher Education and Leadership, Curriculum and Instruction: Mathematics Education and Leadership, Utah State University, Beth MacDonald, Chair

Student Name	Year Added to Committee	Concentration Area	Role	Stage in Program
Matt Dias	2019	Instructional Leadership	Committee member	Writing proposal
Mary Ellen Greenwood	2019	Literacy Leadership	Committee member	In coursework
April Mitchell	2019	Science Education	Committee member	In coursework
Estanford Maeser	2018	CTE	Committee member	Passed comprehensive exam

Master's Thesis Committee, In Progress – 1

Christiansen, Mark. (defended proposal, 2021). *Design Principles for Creating Peer Response Sheets for English Language Learners Using the Task-Based Language Teaching Approach*, School of Teacher Education and Leadership, Curriculum and Instruction, Utah State University, Amy Piotrowski, Chair

HONORS

Outstanding Teacher Award, Utah State University – Uintah Basin (2018)

Finalist, Outstanding Dissertation Award 2015, International Literacy Association (2016)

Who's Who Among Graduate Students in American Universities and Colleges, Texas Woman's University, Denton (2014)

Graduate Council Award for Exceptional, Original Scholarship (nominated), Texas Woman's University, Denton (2014)

Graduate Council Award for Exceptional, Original Scholarship (nominated), Texas Woman's University, Denton (2013)

The Honor Society of Phi Kappa Phi, Texas Woman's University, Denton (2012-current)

Alpha Upsilon Alpha Honor Society - International Reading Association, Texas Woman's University, Denton (2011-2014)

Rose Spicola Doctoral Scholarship (recipient), Texas Woman's University, Denton (2011)

Alpha Chi National College Honor Society, Southern Utah University, Cedar City (2008)

ETS Recognition of Excellence, Top 15% on Elementary Education: Content Knowledge and Principals of Learning & Teaching K-6 (2005)

PROFESSIONAL ORGANIZATIONS & SERVICE TO ORGANIZATION (SERVICE IS BOLDED)

American Educational Research Association (AERA)
Member: 2012-2018

Association of Literacy Educators and Researchers (ALER)
Member: 2015-present
Annual Conference Proposal Reviewer: 2018-present

Human Systems Dynamics Institute
Associate: 2014-present
HSD Disciplinary Literacy Liaison for the National Center for Literacy Education 2015-2017

International Literacy Association (formerly International Reading Association) (ILA)
Member: 2010-present
ILA Children's and Young Adults' Book Award Committee: 2018-present
Editorial Reviewer Ad Hoc for *The Reading Teacher*: 2016-present

Editorial Review Board for *The Reading Professor*: 2016-present

Annual Conference Proposal Reviewer: 2017-present

Special Interest Group membership: Professors of Literacy & Teacher Education (PLTE-SIG)

PLTE Elections Nomination Committee – 2017-2018

Special Interest Group membership: Technology in Literacy Education (TILE-SIG)

Literacy Research Association (LRA)

Member: 2010-present

Field Council Representative: 2018-present

Annual Conference Proposal Reviewer: 2012-present

Yearbook Reviewer: 2012-2016

Session Chair: December 2013, 2014

Session Discussant: 2020

Doctoral Student Innovative Community Group Executive Committee: 2011-2013

National Association for the Education of Young Children (NAEYC)

Member: 2018-2021

National Center for Literacy Education (disbanded 2017) (NCLE)

NCLE Roles & Organizational Structures Working Group Committee: 2015-2017

National Council of Teachers of English (NCTE)

Member: 2010-present

Assembly membership: Children's Literature Assembly (CLA)

Member: 2014-present

Bonnie Campbell Hill Literacy Leader Award Committee: 2021-present

Assembly membership: Studies in Literacies and Multimedia Assembly (SLAM)

Member: 2019-present

Group membership: English Language Arts Teacher Educators (ELATE)

Member: 2018-present

National Writing Project (NWP)

Central Utah Writing Project (CUWP)

Member: 2018-present

Teaching Fellow: 2019-present

North Star of Texas Writing Project (NSTWP)

Member: 2012-present

Teacher Consultant and Leadership Team: 2013-2016

North Texas Council of Teachers of English Language Arts (NTCTELA)

Member: 2013-2016

Executive Committee: 2013-2015

Annual Conference Planning Committee: 2013-2015

Reading Recovery Council of North America (RRCNA)

Member: 2011-2013

Texas Association for Literacy Education (TALE)

Member: 2013-2016

Journal Reviewer: 2013-2016

Texas Association for the Improvement of Reading (TAIR)

Member: 2012-2016

Chapter Executive Committee: 2013-2016

Chapter Conference Planning Committee: 2014, 2015

Chapter Conference Chair: 2013

Texas Council of Teachers of English Language Arts (TCTELA)

Member: 2013-present

Utah Literacy Association (ULA)
Member: 2017-present

Utah Association for the Education of Young Children (UAEYC)
Member: 2018-2021

ADDITIONAL SERVICE

Professional Service

Editorial Reviewer: Ad Hoc for <i>Journal of School Leadership</i>	2020-present
Editorial Reviewer: Ad Hoc for <i>International Journal of Research in Education and Science</i>	2020-present
Coordinator, Literacy Professors Academic Writing Group	2015-present
Coordinator, Human Systems Dynamics Writing Group	2014-2016

Utah State Board of Education Service

Science of Reading RFP Selection Committee	2021
Literacy Endorsements Revision Task Force	2020-present
Teacher Preparation Elementary Literacy Competencies Committee	2019-2020
Planning and Organizing Instruction Work Group	2019-2020

Utah State University Service

University Service

Promotion Advisory Committee, L. Christensen-Branum, English Department	2021-present
Office of Equity Hearing Council	2020-present
Editorial Reviewer, <i>Journal of Empowering Teaching Excellence</i> :	2017-present

Emma Eccles Jones College of Education and Human Services Service:

Council on Teacher Education Committee	Committee Member	2020-present
Education Parapro Dynamic Credentialing Task Force	Task Force Member	2020-present
Education Paraprofessional Standards Committee	Committee Member	2019-2020

School of Teacher Education and Leadership Service:

Teaching Academy Cohort in Davis School District	Co-Coordinator	2021-present
Field Experience Committee	Committee Member	2020-present
Statewide Campus Content Practicum Coordinator	Coordinator	2020-present
Literacy Faculty Undergraduate Program Coordinator	Coordinator	2020-present
Graduate Program Advisory Committee (GPAC)	Committee Member	2017-2020
Elementary Education Faculty Search 2020 (Salt Lake City)	Committee Member	2019-2020
Elementary Education Faculty Search 2020 (Price)	Committee Member	2019-2020
Literacy Faculty Search 2019	Chair	2018-2019
Literacy Practicum Committee	Committee Member	2017-2019
Doctoral Writing Workshops	Committee Member	2017-2019
Literacy Faculty Search 2018	Co-Chair	2017-2018
General Education Task Force	Task Force Member	2017-2018
Literacy Task Force	Task Force Member	2017-2018
Camp Completion (doctoral program) Writing Mentor	Mentor	2017-present
Elementary Undergraduate Committee	Committee Member	2016-present
Graduate Faculty Committee, Curriculum & Instruction	Committee Member	2016-present
Literacy Faculty Committee	Committee Member	2016-present

Uintah Basin Regional Campus Service:

Program Coordinator II Search Committee	Committee Member	2021
Impactful Women Scoring Committee	Committee Member	2019
Graduation Awards Committee	Committee Member	2017-present
Grow Your Own Scholarship Committee/Chair	Committee Co-Chair	2017-present

The University of Texas at Arlington Service**University Service:**

Selected Member, Professional Learning Communities – Blended Learning (2015-2016)
 Sponsored by the Division of Digital Teaching and Learning and the Division of Faculty Affairs;
 facilitated by Learning Innovation and Networked Knowledge (LINK) Research Lab, and the
 Center for Teaching and Learning Excellence (CTLE)

Department of Curriculum and Instruction Service:

Graduate Committee, Masters of EC-12 Literacy Studies	Committee Member	2015-2016
Middle Grades Committee, 4-8 Undergrad Certification	Committee Member	2015-2016

Texas Woman’s University Service**University Service:**

Founding Board Member, Alpha Upsilon Alpha Eta Rho Chapter of the Honor Society of the International
 Reading Association, Vice-President, 2011-2013

Department of Reading Service:

Doctoral Collaborative Planning Committee	Committee Member	2013-2014
Rose Spicola Forum in Reading	Committee Member	2011
Askew Reading Recovery and Early Literacy Institute	Volunteer	2010-2014

School District Service**Denton Independent School District, Texas**

District Textbook Adoption Committee, Denton ISD	Committee Member	2009-2010
Positive Behavior Support Committee, Lee Elem, Denton ISD	Committee Member	2009-2010
Faculty Council, Lee Elementary, Denton ISD	Grade Level Rep	2009-2010

Washington County School District, Utah

Student Teacher Mentor, Three Falls Elementary, WCSD	Mentor	2007-2008
District Fine Arts Committee, WCSD	Member	2006-2008
Community Council, Three Falls Elementary, WCSD	Teacher Representative	2006-2008

Community Service

Literacy Tutor, North Star of Texas Writing Project Youth Summer Writing Camp, Lewisville, Texas, June
 17-27, 2013
 Literacy Tutor, daily Reading Recovery lessons, Denton, Texas
 2 Denton Independent School District students, Spring 2012
 2 Denton Independent School District students, Fall 2011