

## CURRICULUM VITAE

### PERSONAL INFORMATION

Nicole Pyle<sup>1</sup>

Utah State University, School of Teacher Education and Leadership

2805 Old Main Hill, EDUC 392

Logan, UT 84322-2805

U.S. Citizen, Permanent Resident

Cell Phone: (619) 807-9934 Office Phone: (435) 797-0392 Fax: (435) 797-1441

[nicole.pyle@usu.edu](mailto:nicole.pyle@usu.edu)

### APPOINTMENTS

2016-current 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 at-risk; reading difficulties; adolescent literacy; dropout prevention; college readiness; inclusion; effective teaching practices

### EDUCATION

2009-2011 University of Texas at Austin, Institute of Education Sciences Postdoctoral Fellowship on Reading Disabilities and Response to Intervention, The Meadows Center for Preventing Educational Risk, The Dropout 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, Masters 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 12<sup>th</sup> grade English course*

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

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<sup>1</sup> Formerly Block

## PUBLICATIONS

### Peer Reviewed Journal Publications

- \*Pyle, D., **Pyle, N.**, Lignugaris-Kraft, B., Duran, L., & \*Akers, J. (2016). Academic effects of peer-mediated interventions with English language learners: A research synthesis. *Review of Educational Research*. Advance publication online. doi: 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. doi: 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. doi: 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. doi: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. doi: 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*. Published online: <http://edrev.asu.edu/index.php/ER/article/view/1765/491>
- 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. doi: 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. doi: 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. doi: 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. doi: 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. doi: 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. doi: 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.
- 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.
- 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. doi: 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

#### In Review

Pyle, D., Lignugaris-Kraft, B., & **Pyle, N.** (in review). Implementing peer-mediated interventions in inclusive classrooms. *Intervention in School and Clinic*.

**Pyle, N.**, \*Crowther, A., Lignugaris-Kraft, B., Gillam, S., Reutzler, D. R., \*Olszewski, A., \*Segura, H., \*Hartzheim, D., \*Laing, W., & \*Pyle, D. (in review). Effects of expository text structure interventions on comprehension: A meta-analysis. *Reading Research Quarterly*.

**Pyle, N.**, Flower, A., \*Williams, J., & Fall, A. (in review). Social risk factors of juvenile offenders. *Victims & Offenders*.

**Pyle, N.** & Lignugaris-Kraft, B. (in review). Preservice teachers' responsiveness to culturally and linguistically diverse middle school students. *Teacher Education and Special Education*.

#### 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.

#### Professional Development Materials

\*Brown, S., **Pyle, N.**, & \*Hoskin, T. (2016). *Literacy for Access to College and Texts (L-ACT)*. Free downloadable resource online, May 2016; <http://stepupready2016.wix.com/utahstate>

Latinos in Action. (2015). *Latinos in Action College Readiness Curriculum*. Lead Instructional Designer of the College Readiness Curriculum. August 2015; <http://www.latinosinaction.org>

\*Peterson, R., **Pyle, N.**, \*Brignone, E., & Fargo, J. (2015). *Next Step: College Readiness Curriculum for Homeless Youth and Youth at Risk for Homelessness*. Free downloadable resource online, May 2015; <http://ebrignone.wix.com/nextstepproject#!about-us/cjg9>

**Pyle, N.**, & \*Hoskin, T. (2014). *College PASS: A College Readiness Curriculum*. College Preparation, Access, Strategies for Success (College PASS) College Readiness Curriculum. Free downloadable resource online, April 2014; [www.collegepass.usu.edu](http://www.collegepass.usu.edu)

Utah State Office of Education. (2013). *Dropout Prevention in Utah*. Free downloadable resource online, October 2013; pp. 41-46; <http://www.schools.utah.gov/prevention/DOCS/DropoutPrevention/WebBOOK2014.aspx>

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

- Sayre, L., Wexler, J., & Pyle, N. (2011). *Project GOAL: GOAL Session Curriculum*. Project GOAL Dropout Prevention Intervention Small Group Social Skills Curriculum.
- The Meadows Center for Preventing Educational Risk. (2011). *Project GOAL Advisor Response Tool*. Free downloadable resource online, July 2011;  
<http://meadowscenter.org/projects/goal/art/>
- The Meadows Center for Preventing Educational Risk. (2011). *Dropout Prevention Intervention Implementation Guide*. Free downloadable resource online, July 2011;  
<http://www.meadowscenter.org/institutes/dropout/resources.asp>
- Pyle, N., & Wexler, J. (2011). Dropout prevention practices. *Texas Council for Learning Disabilities*. Summer Edition, 2011.
- 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.)

#### **GRANTSMANSHIP**

- |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2015-2016 | <p><b>Principal Investigator</b>, <i>Literacy for Access to College and Texts (L-ACT): Utah Alternative High Schools College Readiness Partnership, StepUP READY</i>. Utah State Office of Education, Utah State University, Logan, UT<br/>         Principal Investigator: Pyle, N.<br/>         One-Year Award: \$68,089</p>                                                                                      |
| 2015-2016 | <p><b>Co-Principal Investigator</b>, <i>Project SPOKES (Sustaining Evidence-based Practices Of preK-22 Education Specialists)</i>, College of Education Improving Futures Fund, San Diego State University, San Diego, CA<br/>         Principal Investigator: Hall, L. J.<br/>         One-Year Award: \$23,346</p>                                                                                                |
| 2015-2016 | <p><b>Co-Coordinator</b> (Mild/Moderate Small Group Reading Instruction Co-Coordinator and SPED 970 Co-Facilitator), <i>ADELANTE: Bilingual Special Education Teacher Preparation</i>, U.S. Department of Education, Office of English Language Acquisition, San Diego State University, San Diego, CA<br/>         Principal Investigator: Graves, A. W.<br/>         Five-Year (2013-2017) Award: \$2,000,000</p> |
| 2015-2016 | <p><b>Co-Principal Investigator</b>, <i>Next Step: Increasing Access to Post-Secondary Education among Youth Experiencing and At-Risk for Homelessness in Utah</i>, Improving Preparation, Access, &amp; Communities Together (ImpACT), U.S. Department of</p>                                                                                                                                                      |

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 **Project 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 **Project 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

## PROFESSIONAL UNDERGRADUATE AND GRADUATE TEACHING

### Utah State University

- Jan. 2017 – July 2017 TEAL 6350, Reading Assessment and Intervention (scheduled)  
Aug. 2016 – Dec. 2016 TEAL 6340, Adolescent Literacy Development  
Aug. 2016 – Dec. 2016 SCED 4200, Language, Literacy and Learning in the Content Areas

### San Diego State University

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

### **Utah State University**

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

### **University of Texas at Austin**

Aug. 2010 – Dec. 2010 SED 378R, Reading Difficulties within Diverse Populations

### **San Diego State University**

Jan. 2008 – Dec. 2008 SPED 600, Advanced Classroom Adaptations for Special  
Populations  
Jan. 2008 – May 2008 SPED 681A, Advanced Seminar in Special Education: Mild to  
Moderate Disabilities  
July 2008 – Aug. 2008 SPED 450, Classroom Adaptations for Special Populations  
July 2007 – Aug. 2007 SPED 450, Classroom Adaptations for Special Populations  
Aug. 2005 – May 2007 SPED 651, Legislation, Leadership, and Management in Special  
Education

### **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 Course Developer  
2012 - 2103 TEAL 5340, Adolescent Literacy Development  
Reading Endorsement Online Course Developer

### **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

### **NATIONAL PRESENTATIONS**

- Pyle, N., \*Brown, S., & \*Hoskin, T.** (2016, October). *Piloting a College Readiness and Reading Intervention with Alternative High School Students*. Session presentation to be delivered at the Alternative Accountability Policy Forum Annual Conference, San Diego, CA.
- Pyle, N.** (2015, April). *Effectiveness of a Multi-year, Multi-cohort College Readiness Intervention*. Session presentation at the 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 at the 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 at the 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*. Session presentation at the 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 at the 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 at the 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 at the 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 at the 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 at the 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*. Session presentation at the 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 at the 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 at the 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 at the 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 at the 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*. Session presentation at the 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*. Session presentation at the 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 at the 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 at the 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 at the 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*. Session presentation at the 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 at the 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 at the 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 session and 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*. Plenary Session 4 at the International Reading Association Annual Convention, Chicago, IL.
- Hougen, M., Swanson, E. A., Reutebuch, C. K., & **Pyle, N.** (2009, October). *Responsive Secondary Reading Practices*. Workshop presented at the 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 presented at 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 at the 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 at the 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*. Session presentation at the Council for Exceptional Children Annual Conference, Seattle, WA.
- Pyle/Block, N.** (2009, April). Effective instructional strategies for tutoring in inclusive secondary classrooms. Poster presentation for the 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*. Session presentation at the 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 at the 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 at the Pacific Coast Research Conference.
- Pyle/Block, N.** (2008, November). *Training high school tutors to use effective instructional strategies for successful inclusion*. Poster presentation at the 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*. Session presentation at the 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 at the 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 at the 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 at American Educational Research Association Annual Conference, New York, NY.
- \*Pyle/Block, N.** (2007, November). *Training peer tutors using a socioconstructivist model*. Poster presentation at the 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 at the 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*. Session presentation at the 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*. Session presentation at the 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 held for 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.** (2015, June). *Effective Practices to Increase High School Graduation*. Presentation to the Utah Governor's Education Excellence Commission, Salt Lake City, UT.
- 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*. Session presentation at the 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 dropout prevention intervention training for 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*. Presentation to the 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*. Session presentation at the Utah State Effective Practices Annual Conference, Logan, UT.
- Vaughn, S., & **Pyle, N.** (2011, June). *Response to Intervention (RTI) with Secondary Students*. Session presentation at the 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 dropout prevention intervention training for Texas Education Agency, Austin, TX.
- Pyle, N.** (2009, November). *The IRIS Center Overview*. Breakout session at the Texas Reading First Higher Education Collaborative Seminar, Dallas, TX.
- \*Pyle/Block, N.** (2008, January). *Seminar and Doctoral Student 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 at the California Council on Teacher Education, San Diego, CA.

## LOCAL PRESENTATIONS

- 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 at the 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 speaker at Box Elder High School College Night, Tremonton, UT.
- Pyle, N., \*Sayre, L., & Wexler, J.** (2011, May). *Project GOAL Advisor training*. Invited 3-day trainer of a dropout prevention intervention for the State Directors of the Communities in Schools, Austin, TX.
- Pyle, N., & Wexler, J.** (2011, February). *Project GOAL Daily Implementation Fidelity Measure: Part II*. Invited speaker at the Testing, Evaluation, Assessment, and Measurement meeting, Austin, TX.
- Pyle, N., & Wexler, J.** (2010, November). *Project GOAL Daily Implementation Fidelity Measure: Part I*. Invited speaker at the 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 speaker at the Sigma Lambda Beta Fraternity meeting, Austin, TX.
- Hairrell, A., & Pyle, N.** (2009, August). *“Rich” Vocabulary Instruction and Content Organization In Content Areas*. Professional development presentation for Manor Independent School District teachers, Manor, TX.
- \*Pyle/Block, N.** (2008, June). *What is RTI and its Requirements?* Invited speaker at the 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 speaker at the 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 session presentation at the second annual meeting of the San Diego State Doctoral Student Council in Education, San Diego, CA.
- \*Pyle/Block, N.** (2006, September). *Disability awareness: Who’s different? You or them?* Invited speaker for 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 speaker for 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 speaker for 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 speaker at the San Diego State University multiple subject teacher credential fall course, San Diego, CA.
- \*Pyle/Block, N.** (2002, September - November). *Station teaching*. Three-time presenter for Grossmont Union High School District collaboration theme series, La Mesa, CA.

## PROFESSIONAL ORGANIZATIONS

### Member

- 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
- Association of Supervision Curriculum Development (ASCD), 2003-2009, 2011-Present
- California Council on Teacher Education (CCTE), 2005-2009, 2015-2016
- 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
- International Reading Association (IRA), 2008-2013
- Society for Research on Educational Effectiveness (SREE), 2010-2013
- Society for the Scientific Study of Reading (SSSR) 2010-2013

### SERVICE

#### Committee – State

- **Member**, Elementary Literacy Initiative, United Way of Salt Lake, UT, 2014-May 2015; July 2016-Present
- **Member**, Utah’s Statewide Early Warning Signs for Dropout Prevention for Students with Disabilities Steering Committee, 2012-May 2015; July 2016-Present
- **Member**, Utah Multi-tiered System of Supports Advisory Council Committee, UT, 2011-May 2015; July 2016-Present
- **Member**, Utah State Office of Education Literacy Leadership Plan Committee, UT 2011-May 2015; July 2016-Present
- **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

- **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
- **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
- **Adolescent Literacy Consultation to Granite School District**, Collaborated with Curriculum, Literacy, and Special Education Directors to develop professional development

modules to enhance literacy strategies in English Language Arts grades 1-9, Granite School District, UT, 2011-May 2015; July 2016-Present

- **The Meadows Center Representative**, Annual Yearly Progress and Instructional Advancement for School Improvement Committee, Austin Independent School District, TX, 2010-2011

Committee – USU Committee Member

- Latinos in Higher Education, 2012-May 2015

Committee – USU College of Education and Human Services Committee Member

- Secondary Education Consultant, Institute for Interdisciplinary Transition Services, College of Education and Human Services, 2013-Present
- Literacy Committee, School of Teacher Education and Leadership, 2011-Present

Committee – Dissertation Co-Chair (in progress)

- Sally Brown, Literacy Education and Leadership: Reading Comprehension with Alternative High School Struggling Readers, 2014-Present

Committee – Dissertation Member (in progress)

- David Lee, Instructional Leadership: Adolescent Literacy, 2013-Present
- Eric Newell, Literacy Education and Leadership: Field-based Literacy, 2012-Present
- Christy Bloomquist, Instructional Leadership: Student Assessments, 2012-Present
- David Smith, Instructional Leadership: Dropout Prevention, 2012-Present
- Noelle Converse, Literacy Education and Leadership: Multi-tiered Systems of Support, 2012-2015

Committee – Dissertation Member (not in progress)

- David Joy, Instructional Leadership: Adolescent Literacy of Science Texts, 2013-2014

Committee – Dissertation Member (graduated)

- Jessica Akers, Special Education: Script fading Interventions, 2011-July 2015

Reviewer - Journals

- Reviewer, *Reading & Writing Quarterly*, 2015-Present
- Reviewer, *Journal of Educational Psychology*, 2015-Present
- Reviewer, *Learning Disabilities Quarterly*, 2015-Present
- Reviewer, *Review of Educational Research*, 2014-Present
- Reviewer, *Remedial and Special Education*, 2013-Present
- Reviewer, *Journal of Educational Research*, 2013-Present
- Reviewer, *Teacher Education and Special Education*, 2013-Present
- Reviewer, *Assessment for Effective Intervention*, 2012-Present
- Reviewer, *The High School Journal*, 2011-Present

Reviewer – Websites

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

Reviewer – Conferences

- Reviewer, Council for Exceptional Children (CEC) Annual Conference proposals, Response to Intervention, 2011; Learning Disabilities 2012, 2013, 2014
- Reviewer, 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

## **CONSULTING**

- Curriculum Instructional Designer for Latinos in Action (LIA), a year long college readiness course for diverse middle school and high school students in Utah, 2014-present
- Developer of Adolescent Literacy Exemplar Adaptations, National Center on Intensive Interventions (NCII) at American Institutes for Research, 2012-present
- Adolescent Literacy Strategies across the Disciplines in grades 6-8, Dual Immersion Academy, Salt Lake City, Utah, 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

## **AWARDS AND RECOGNITIONS**

- 2011-present, The Meadows Center for Preventing Educational Risk, Dropout Prevention Institute Fellow
- 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 Summer Research Training Institute: Cluster Randomized Trials, Institute of Education Sciences
- 2009 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
- 2001, 2002 Roland W. Zinns Scholarship recipient, University of Wisconsin at Madison