

Curriculum Vitae

Cindy D. Jones

Associate Professor

School of Teacher Education and Leadership

Utah State University

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AREAS OF SPECIALIZATION

Developing and identifying instructional techniques and methods that can be implemented in elementary and middle school classrooms to:

- improve the quality of literacy instruction
- build on the interrelations of reading, writing, speaking, and listening

EDUCATION & ACADEMIC BACKGROUND

Doctor of Philosophy, 2008

Utah State University

Curriculum & Instruction Specialization, Reading and Writing Emphasis

Master of Education, 1990

Utah State University

Professional Specialization: Gifted and Talented Education, Social Studies

Bachelor of Science, 1984

Southern Utah University

Major in Elementary Education

Minors in Reading and Physical Science

Professional Licenses

Elementary Education, Grades 1-8

Middle Education, Grades 5-9

Administrative/Supervisory, Grades K-12

Professional Educational Endorsements/Programs

Reading Level I (Basic)

Reading Level II (Advanced)

English

Gifted and Talented

Early Childhood Endorsement Program

PROFESSIONAL WORK EXPERIENCE

Associate Professor, Literacy Education (2014-present)

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

Director, USU Literacy Clinic (2013-present)

Responsibilities include development, management, and coordination of all Literacy Clinic operations. Currently, there are six tutoring sessions held weekly.

Assistant Professor, Literacy Education (2008–2014)

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

Senior Researcher (2006-2008)

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

Research Assistant (2005-2008)

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

Teaching Assistant (2005-2006)

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

Public School Teaching Experience (1984-2005)

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

HONORS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PUBLICATIONS

Journal Articles (Refereed)

*Signifies work completed with Graduate Student

Jones, C.D. (2015). Effects of writing instruction on kindergarten students' writing achievement: An experimental study. *Journal of Educational Research*, 108(1), 35-44.

Jones, C.D. & Reutzler, D.R. (2014). Write to read: Investigating the reading-writing relationship of code-level early literacy skills. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, DOI: 10.1080/10573569.2013.850461

* Reutzler, D. R., Brandt, L., Fawson, P., & **Jones, C.D.** (2014). Exploration of the Consortium On Reading Excellence Phonics Survey. *Elementary School Journal*, 115, 49-72.

Reutzler, D. R., **Jones, C.D.**, & Clark, S.K. (In press). The Informational Text Structure Survey: An Exploration of Teachers' Sensitivity to Text Structure. *Journal of Educational Research*..

- * Reutzel, D. R., Child, A., **Jones, C.D.**, & Clark, S.K. (2014). Explicit Instruction in Core Reading Programs. *Elementary School Journal*, 114(3), 406-430.
- Jones, C.D. & Hall, T.H.** (2013). The Importance of Handwriting: Why It is included the Utah Core Standards for English Language Arts. *Utah Journal of Literacy*, 16(2), 28-36.
- ***Jones, C.D. & Henriksen, B.M.** (2013). Skills-focused small group literacy instruction with first graders: An inquiry and insights. *Journal of Reading Education*, 38(2), 25-30.
- Clark, S.K., **Jones, C.D.**, & Reutzel, D.R. (2013). Using the text structures of information books to teach writing in the primary grades. *Early Childhood Education Journal*, 41(4), 265-271.
- *Clark, S.K., **Jones, C.D.**, Reutzel, D.R., & Andreasen, L. (2013). An examination of the influences of a teacher preparation program on beginning teachers' reading instruction. *Literacy Research and Instruction*, 52(2), 87-105.
- Jones, C.D.**, Clark, S.K. & Reutzel, D.R. (2012). Enhancing alphabet knowledge instruction: Research implications and practical strategies for early childhood educators. *Early Childhood Education Journal*, 41(2), 81-89.
- Jones, C.D. & Reutzel, D.R.** (2012). Enhanced alphabet knowledge instruction: Exploring a change of frequency, focus, and distributed cycles of review. *Reading Psychology: An International Journal*, 33(5), 448-464.
- Jones, C.D.** (2011). An investigation of writing instruction and English learners' acquisition of early reading skills. *Association of Literacy Educators and Researchers Yearbook*, 32, 51-62.
- Reutzel, D.R., Dole, J.A., Read, S., Fawson, P.C., Herman, K., **Jones, C.D.**, Sudweeks, R., & Fargo, J.D. (2011). Conceptually and methodologically vexing issues in teacher knowledge assessment. *Reading and Writing Quarterly: Overcoming Learning Disabilities*, 27(3), 183-211.
- Jones, C.D.**, Reutzel, D.R., & Fargo, J.D. (2010). Comparing two methods of writing instruction: Effects on kindergarten students' reading skills. *Journal of Educational Research*, 103(5), 327-241.
- Reutzel, D.R., **Jones, C.D.**, Fawson, P.C., & Smith, J.A. (2008). Scaffolded Silent Reading (ScSR): A complement to guided repeated oral reading that works! *The Reading Teacher*, 62(3), 194-207.

Book Chapters (Refereed & Invited)

- Reutzel, D.R. & **Jones, C.D.** (2013). Designing and managing effective early childhood classroom environments. In D.R. Reutzel (Ed.), *Handbook of research-based practices in early childhood education* (p. 81-99). New York: Guilford Press. (Invited)
- Jones, C.D.**, Reutzel, D.R., & Smith, J.A. (2011). A focus on struggling readers: A comparative analysis of expert opinion and empirical research recommendations. In R.A. Flippo (Ed.), *Reading researchers in search of common ground (2nd Edition)* (pp. 274-303). New York: Routledge. (Invited)
- Reutzel, D.R. & **Jones, C.D.** (2010). Assessing and creating effective preschool literacy classroom environments. In M.C. McKenna, S. Walpole, & K. Conradi (Eds.), *Early Reading First: Research, resources, and best practices* (pp.175-198). New York: Guilford Press. (Refereed)
- Reutzel, D.R., **Jones, C.D.**, & Newman, T.L. (2010). Scaffolded Silent Reading (ScSR): Improving the conditions of silent reading practice in classrooms. In E.H. Hiebert & D.R. Reutzel (Eds.), *Revisiting silent reading: New directions for teachers and researchers* (pp. 129-150). Newark, DE: International Reading Association. (Refereed)
- Reutzel, D.R., **Jones, C.D.**, Fawson, P.C., & Smith, J.A. (2009). Scaffolded Silent Reading (ScSR): A complement to guided repeated oral reading that works! In T.V. Rasinski (Ed.), *Essential readings on fluency* (pp. 92-106). Newark, DE: International Reading Association. (Refereed)

RESEARCH & EVALUATION PROJECTS

- Project Coordinator. *Evidence-Based Efficacy Study, McDougal Littell Literature Program (2007-2008)*.
Year-long mixed methods experimental study involving 72 secondary teachers in 9 states to evaluate impact of literature curriculum program.
- Independent Evaluator. *Bureau of Indian Education Reading First Improvement Evaluation (2007-2008)*.
Longitudinal mixed methods evaluation project with BIE primary-grades.
Conduct student assessments, teacher and administrator interviews, and classroom observations to evaluate student growth in literacy.

Independent Evaluator. *Oberkotter Foundation, First Year Professionals Initiative Program (2007).*

Qualitative study to analyze effect of internship program at 32 auditory-oral schools in the United States.

Independent Evaluator. *Utah Behavior Initiative, Positive Behavioral Model (2007).*

Success Case method study to identify factors for successful implementation.

PROFESSIONAL PRESENTATIONS

National/International (Refereed)

*Signifies work completed with Graduate Student

***Jones, C.D.**, Brown, L., & Sias, C. (2015, February). *Enhancing Alphabet Knowledge Instruction Through Design and Curriculum Planning*. Presentation at the 2015 National Title I Conference, Salt Lake City, UT.

Jones, C.D. (2013, December). *Alphabet Learning and Curriculum Planning*. Paper session at the Literacy Research Association Conference, Dallas, TX.

Jones, C.D. (2013, November). *A Focus on Clinical Practice: Enhancing the Curriculum of Schools of Education*. Invited Keynote Address at the Association of Literacy Educators and Researchers Clinical Division Meeting, Dallas, TX.

***Jones, C.D.** & Merrill, N. (2013, November). *Fostering Students' Use of Comprehension Strategies through Discussions about Text*. Poster Session at the National Council of Teachers of English Annual Convention, Boston, MA.

Jones, C.D. (2012, December). *Comprehension Strategies and Discussions Around Text in the Primary Grades*. Paper session at the Literacy Research Association Conference, San Diego, CA.

Reutzell, D.R., **Jones, C.D.**, & Clark, S.K. (2012, December). *Developing the Information Text Structure Survey (ITS2)*. Paper session at the Literacy Research Association Conference, San Diego, CA.

*Henriksen, B.M. & **Jones, C.D.** (2012, November). *Small Group Literacy Instruction: An Inquiry and Insights of Grouping Variations in First Grade*. Poster Session at the National Council of Teachers of English Annual Convention, Las Vegas, NV.

Clark, S.K., Reutzell, D.R., & **Jones, C.D.** (2012, November). *Teaching Text Structure to Improve Young Students' Knowledge Acquisition and Comprehension: A Content Analysis of Information Trade Books*. Presentation at the Association of Literacy Educators and Researchers Conference, Grand Rapids, MI.

- *Reutzel, D.R., **Jones, C.D.**, Clark, S.K., & Child, A. (2012, May). *Using Information Text in the Elementary Grades: Teaching Text Structures in Trade Books, Core Reading Programs, and Content Area Text Books to Improve Knowledge Acquisition and Comprehension*. Presentation at the International Reading Association Conference, Chicago, IL.
- Reutzel, D.R., **Jones, C.D.**, & Clark, S. K. (2011, December). *Teaching Text Structure to Improve Young Students' Knowledge Acquisition and Comprehension: A Content Analysis of Information Trade Books*. Paper session at the Literacy Research Association Conference, Jacksonville, FL.
- Jones, C.D.** & Reutzel, D.R. (2011, November). *Writing Instruction for Beginning Readers*. Presentation at the Association of Literacy Educators and Researchers Conference, Richmond, VA.
- *Mierue, D. & **Jones, C.D.** (2011, November). *Investigating Vocabulary Instruction for English Learners*. Presentation at the Association of Literacy Educators and Researchers Conference, Richmond, VA.
- *Reutzel, D.R., **Jones, C.D.**, Clark, S.K., & Child, A. (2011, May). *Teaching Text Structures to Improve Young Learners' Comprehension*. Presentation at the International Reading Association Conference, Orlando, FL.
- ***Jones, C.D.**, Child, A., & Merrill, N. (2010, November). *Comprehension Strategies and Discussions Around Text in the Primary Grades*. Presentation at the Association of Literacy Educators and Researchers Conference, Omaha, Nebraska.
- Jones, C.D.** (2010, April). *Early Reading Skills and Writing Instruction*. Presentation at the International Reading Association Conference, Chicago, IL.
- Jones, C.D.** (2009, November). *The Effects of Two Methods of Writing Instruction on Kindergarten Students' Acquisition of Early Reading Skills*. Special session at the Association of Literacy Educators and Researchers Conference, Charlotte, NC.
- ***Jones, C.D.**, Reutzel, D.R., & Lewis, G. (2009, November). *Something Old is New Again! Teaching Alphabet Letter Names and Sounds*. Presentation at the Association of Literacy Educators and Researchers Conference, Charlotte, NC.
- Reutzel, D.R., Dole, J.A., Read, S., Fawson, P.C., **Jones, C.D.** (2009, November). *Conceptually and Methodologically Vexing Issues in Teacher Knowledge Assessment*. Presentation at the Association of Literacy Educators and Researchers Conference, Charlotte, NC.

Jones, C.D. (2009, March). *Moving Forward Together: Examining Conflict through Children's Literature*. Presentation at the Association for Childhood Education International Conference, Chicago, IL.

State and Local (Refereed)

Jones, C.D. & Brown, L. (2015, March). *Enhancing Alphabet Knowledge Instruction: A Review of Technology Programs and Applications*. Poster presentation at the Utah Annual Early Childhood Conference, Ogden, UT.

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

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

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

Selected State and Local (Invited)

Jones, C.D. (2014, July). Interviewed as a Literacy Specialist in alphabet knowledge instruction for Utah Public Radio. Broadcast occurred on August 20, 2014.

Clark, S.K, **Jones, C.D.**, & Reutzler, D.R. (2012, February). *Using Information Books in the Elementary Grades: Teaching Text Structure to Improve Young Learner's Knowledge Acquisition and Comprehension*. Presentation for Cache Valley Reading Council Opening Session, Logan, UT.

Jones, C.D. (2011, August). *Understanding the English Language Arts Common Core State Standards and Designing Writing Instruction*. Seminar for Syracuse Arts Academy, Syracuse, UT.

Jones, C.D. (2011, February). *Building Language Development for Children with Hearing Impairments through Interactions Around Text*. Auditory Learning Clinical Seminar, Logan, UT.

Jones, C.D. (2010, November). *Phonological Awareness & Vocabulary Instruction: A Guide for Administrators*. Seminar for USOE Principals' Literacy Academy, Ogden, UT.

- Jones, C.D.** (2010, March). *Helping Your Child Develop Early Literacy Skills*. Special presentation for parents of children with cochlear implants. Featured speaker for Sound Beginnings Conference, Logan, UT.
- Jones, C.D.** (2009, November). *Vocabulary Instruction: What Administrators Need to Know*. Seminar for USOE Principals' Literacy Academy, Ogden, UT.
- Jones, C.D.** (2009, September). *The ABC's of Reading Success*. Featured speaker for CHILD Association Conference, Logan, UT.
- Jones, C.D.** (2008, December). *Strengthening Relationships with Young Children and Families through Picture Books and Conversation*. Featured speaker for Utah Association for the Education of Young Children, Logan, UT.
- Jones, C.D.** (2008, March). *Writing Instruction in the Primary Grades*. Seminar for Logan District, Logan, UT.
- Jones, C.D.** (2007, November). *Interactive Writing and Journaling*. Seminar for Iron County District, Cedar City, UT.
- Jones, C.D.** (2007, October). *Interactive Writing and Journaling*. Seminar for Nebo District, Springville, UT.
- Jones, C.D.** (2007, October). *Interactive Writing and Journaling*. Seminar for Granite District, Salt Lake City, UT.
- Jones, C.D.** (2006, November). *Creating Young Writers: Incorporating the Six Traits in Primary Grade Writing Instruction*. Workshop for Logan District, Logan, UT.
- Jones, C.D. & DeBoer, B.** (2006, June). *Children, Conversation, and Comprehension*. Session presented at the Northern Utah Reading Summit, Logan, UT.

Selected School Partnership Presentations

- Jones, C.D.** (2014). Granite School District and United Way Elementary Literacy Collaborative Action Network. Granite School District, Salt Lake City, UT.
- Jones, C.D.** (2011, April). *Teaching Informational Text and Writing*. Presentation for elementary teachers. Lakeside Elementary, West Point, UT.
- Jones, C.D.** (2011, March). *Teaching Argumentation or Opinion Writing*. Presentation for elementary teachers. Clinton Elementary, Clinton, UT.

- Jones, C.D.** (2011, January). *Comprehension Instruction in the Primary Grades*. Presentation for primary grade teachers. West Bountiful Elementary, West Bountiful, UT.
- Jones, C.D.** (2010, November). *Writing Across the Curriculum*. Presentation for primary grade teachers. Buffalo Point Elementary, Syracuse, UT.
- Jones, C.D.** (2010, October). *Teaching Descriptive Writing*. Presentation for third grade teachers. Parkside Elementary, Clinton, UT.
- Jones, C.D.** (2010, September). *Effective Alphabet Knowledge Instruction in Kindergarten*. Presentation for kindergarten teachers. Doxey Elementary, Sunset, UT.
- Jones, C.D.** (2009, December). *Implementing Tier 2 Instruction in the Primary Grades*. Presentation for district literacy coaches and primary grade teachers. Weber District, Ogden, UT.
- Jones, C.D.** (2009, September). *Supporting Each Other in Literacy Instruction: A Literacy Reflection Framework*. Presentation for district literacy coaches and primary grade teachers. Weber District, Ogden, UT.
- Jones, C.D.** (2009, March). *Literacy Centers: From Understanding to Implementation*. Presentation for district literacy coaches and primary grade teachers. Weber District, Ogden, UT.
- Jones, C.D.** (2008, December). *Using Lesson Study to Improve Literacy Instruction*. Presentation for district literacy coaches and primary grade teachers. Weber District, Ogden, UT.
- Jones, C.D.** (2008, September). *Response to Intervention: The Three-Tiered Model*. Presentation for district literacy coaches and primary grade teachers. Weber District, Ogden, UT.
- Jones, C.D.** (2008, September). *Lesson Study: Developing a Vision*. Presentation for principals. Weber District, Ogden, UT.

GRANTS & FUNDING

Funded (\$62,500 in total)

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

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

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

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

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

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

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

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

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

Pending

Co-investigator (1.4 million). *Supporting Knowledge in Language, Literary and Informational Texts*. (2014). IES Development grant. Purpose: Develop a comprehensive language intervention program to facilitate comprehension of literary and informational discourse (with S. Gillam, PI, and co-investigators).

Not Funded

Co-investigator (1.9 million). *Developing Student Teaching and Lesson Observation Protocol to Enrich Pre-service Teacher Education*. (2012). IES Development grant. Purpose: Develop a method of instruction and assessment for effective instruction with expository text (with S. Gillam, PI, and co-investigators).

Co-investigator (1.6 million). *Development of the Assessment of Teacher's Reading Instructional Planning (ATRIP): An Assessment of Teachers' Knowledge of Early Reading Instruction*. (2012). IES Effective Teachers and Effective Teaching grant. Purpose: Develop a validated, reliable assessment of teacher knowledge of early literacy instruction that is predictive of student achievement (with D.R. Reutzel, PI, and co-investigators).

Co-investigator (1.2 million). *Designing a Vertically Scaled Grade 3-5 Student Reading Comprehension Assessment*. (2011). IES Effective Teachers and Effective Teaching. Purpose: Development of a reading comprehension measure (with S.K. Clark, PI).

UNIVERSITY TEACHING

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

Undergraduate Courses

ELED 3100 - Classroom Reading Instruction, Course Supervisor

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

I am also the supervisor for this course, coordinating multiple sections taught on campus and at distance education sites by various instructors.

ELED 3200 - Practicum Tier II Instruction

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

ELED 4040C - Assessment and Instruction for Struggling Readers

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

Graduate Courses

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

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

TEAL 6350 - Reading Assessment and Intervention

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

TEAL 6380 - Effective Writing Instruction

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

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

Research supports the use of appropriate trade books as an effective teaching tool that can be used across the curriculum. This graduate level course is designed to explore the use of trade books in elementary and middle level classrooms. This course is taught as a hybrid course (interactive live broadcast with students at multiple distance education sites and on campus) and on-site at Utah schools.

TEAL 7360 - Research in Literacy

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

Southern Utah University, Cedar City, Utah (2008)

EDRG 5340/6340 - Foundations of Literacy

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

Program Development

Literacy Clinic

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

Ph.D. in Literacy Education & Leadership

This program provides a doctoral program specialization in literacy. This work included development of ten courses. The program began Fall Semester 2014.

Online Reading Endorsement Courses

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

GRADUATE STUDENT RESEARCH SUPERVISION

Research Completed

Chair - 4 students completed

PhD/EdD

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

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

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

Educational Specialist Degree

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

Master's Degree

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

Member - 13 students completed

PhD/EdD

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

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

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

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

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

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

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

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

Master's Degree

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

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

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

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

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

Research in Progress

Chair - 4 in progress

PhD/EdD

Christy Bloomquist (January 2011- present). Utah State University
Lisa Brown (July 2014-present). Utah State University
David Lee (April 2012-present). Utah State University
Christina Sias (July 2014-present). Utah State University

Member -10 in progress

PhD/EdD

Joe Anson (2012-present). Utah State University
Toni Asay (2011-present). Utah State University
Michelle Flory (2013-present). Utah State University
Alayne Leavitt (2013-present). Utah State University
Alicia Martin (2008-present). Utah State University
John Neal (2011-present). Utah State University
Piper Riddle (2012-present). Utah State University
Tracy Sermon (2009-present). Utah State University

Master's Degree

Pamela Reutzell (2013-present). Utah State University
Rebekah Wada (2013-present). Utah State University

SERVICE

National

Review Boards

Editorial Review Board
(2009-present)

The Reading Teacher

Editorial Review Board
(2009-present)

Journal of Literacy Research

Editorial Review Board
(2008-present)

Literacy Research and Instruction

Consulting Editor
(2013-present)

Journal of Educational Research

Guest Editorial Reviewer
(2010-present)

Early Childhood Research Quarterly

Guest Editorial Reviewer
(2013-present)

Education and Treatment of Children

Guest Editorial Reviewer
(2013-present)

Reading and Writing Quarterly

Board of Reviewers
(2009-present)

ALER Yearbook

Ad hoc Reviewer
(2008-2009)

The Reading Teacher

Committees

Field Council
(2012-present)

Literacy Research Association

Grants Subcommittee
(2009-present)

International Reading Association Studies and Research

Research Award Committee
(2010-present)

ALER Outstanding Research Awards

Program Committee (2007, 2009, 2010, 2011, 2015)	Association of Literacy Educators and Researchers Conference
Proposal Review Committee (2009)	NRC Annual Meeting
Proposal Review Committee (2007, 2008, 2009)	International Reading Association Conference
Proposal Review Committee (2008)	International Reading Association World Congress on Reading

State

Review Boards

Editorial Review Board (2009-present)	Utah Council of International Reading Association Journal
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Committees

Advisory Council (2014-present)	Utah State Office of Education, Utah Multi-Tiered System of Supports (UMTSS) State Implementation Team
Endorsement Committee (2014-present)	Utah State Office of Education, Reading Endorsement Course Reviews and Syllabi Updates
Steering Committee (2012-2013)	Utah State Office of Education, Language Arts Writing in the Utah Common Core State Standards

Institutional, Utah State University, College of Education and Human Services

Member (2014-present)	TEAL Graduate Program Advisory Council to consider policy issues and offer recommendations
Member (2012-present)	Committee to design online courses for a professional development Reading Endorsement Program
Member (2011-present)	Committee to design and implement a Literacy Specialization for the Curriculum & Instruction PhD degree at USU

Interviewer (2006-present)	Group Assessment for students entering the Elementary Education program
Member (2012)	Committee regarding the MEd at USU
Member (2010-2011)	Literacy Position Search Committee, Elementary Level
Member (2009-2010)	Beverly Taylor Sorenson Endowed Chair of Arts Education Search Committee
Member (2009-2010)	Literacy Position Search Committee, Secondary Level
Member (2009)	Research and Evaluation Doctoral Program Planning Committee
Member (2008-2009)	Literacy Position Search Committee, Elementary and Secondary Level
Member (2007-2008)	Interdepartmental Doctoral Advisory Committee
Member (2007-2008)	Program Committee, Annual Emma Eccles Jones Early Childhood Symposium

Institutional, Utah State University, College of Education and Human Services, Promotion & Tenure Committee Memberships (Teacher Education and Leadership)

- Promotion Review for Laura Foley (2011-present)
- Promotion & Tenure Review for Jennifer Knight (2014-present)
- Promotion & Tenure Review for Beth MacDonald (2014-present)

PROFESSIONAL ASSOCIATIONS/LEADERSHIP ROLES

Association of Literacy Educators and Researchers (ALER)

- Publication Editorial Review Board Member (2008-present)
- Yearbook Board of Reviewers (2009-present)
- Research Award Committee (2010-present)
- Program Committee (2007, 2009, 2010, 2011, 2015)

International Reading Association (IRA)

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

Literacy Research Association (LRA)

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

Utah Council of International Reading Association (UCIRA)

- Publication Editorial Review Board Member (2009-present)

National Council of Teachers of English (NCTE)

Organization of Teacher Educators in Reading (OTER)