

LISA K. HAWKINS

Comprehensive Vita
February, 2021

I. EDUCATION

2015 Ph.D. in Teaching, Curriculum, and Educational Policy
 Specialization in Language and Literacy Education
 Department of Teacher Education
 Michigan State University, East Lansing, MI

Hawkins, L. K. (2015). *Purposeful talk: Conceptualizing narrative writing conference genres and how they shape teacher-student interactions in primary-grade classrooms* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses A&I database. (UMI No. 3719066). Citations: 2

Dissertation Advisor: Janine Certo
Dissertation Committee Members: Gary Troia, Mary Juzwik, Troy Mariage

2006 MA in Education
 Concentration in Literacy, Language, and Culture
 Department of Educational Studies
 University of Michigan, Ann Arbor, MI
 Adviser: Elizabeth Sulzby

2002 BS in Elementary Education
 Department of Teacher Education
 Eastern Michigan University, Ypsilanti, MI

II. PROFESSIONAL EXPERIENCE

2020-Present Director of Graduate Programs in Elementary Education
 Doctoral Programs Advisor (Ed.D. & Ph.D.)
 Department of Elementary Education
 Ball State University, Muncie, IN

2015-Present Assistant Professor of Literacy Education
 Department of Elementary Education
 Ball State University, Muncie, IN

III. TEACHING

A. Michigan State University

TE 501/502 Undergraduate Course: Elementary Education Student Teaching Field Experience and Seminar (Fall 2007, Spring 2008, Fall 2009, Spring 2010, Fall 2010, Spring 2011)

TE 848 Online Graduate Course: Methods of Writing Instruction for K-12 Teachers (Spring 2012, Summer 2012, Summer 2013)

B. Ball State University

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|-------------|---|
| Spring 2021 | EDEL 676-800 (3) Research in Elementary Education Director of Graduate Programs/Doctoral Programs Advisor (3) Research (3) ASPIRE Junior Faculty Grant - Research (3) |
| Fall 2020 | EDRD 685-800 (3) Advanced Teaching Methods in Language Arts EDEL 676-800 (3) Research in Elementary Education Director of Graduate Programs/Doctoral Programs Advisor (3) Research (3) |
| Summer 2020 | EDRD 685-800 (3) Advanced Teaching Methods in Language Arts |
| Spring 2020 | EDRD 204-06 (3) Literature for Children EDEL 200-06 (3) Planning for Elementary and Early Childhood Classrooms EDEL 676-800 (3) Research in Elementary Education Research (3) |
| Fall 2019 | EDRD 400-03 (3) The Teaching of Reading in Today's Schools EDRD 685-800 (3) Advanced Teaching Methods in Language Arts EDEL 676-800 (3) Research in Elementary Education Research (3) |

- Summer 2019 EDEL 680-800 (3) Advanced Teaching Methods in Language Arts
- Spring 2019 EDRD 204-06 (3) Literature for Children
EDEL 200-06 (3) Planning for Elementary and Early Childhood Classrooms
EDEL 676-800 (3) Research in Elementary Education
Research (3)
- Fall 2018 EDRD 204-05 (3) Literature for Children
EDEL 680-800 (3) Advanced Teaching Methods in Language Arts
EDEL 676-800 (3) Research in Elementary Education
Research (3)
- Summer 2018 EDEL 680-800 (3) Advanced Teaching Methods in Language Arts
- Spring 2018 EDRD 350-04 (3) Advanced Reading and Language Arts Instruction in the Elementary Classroom (blocked w/EDEL 350)
EDEL 350-04 (3) Teaching in the Elementary Education Classroom (blocked w/EDRD 350)
EDEL 798, EDEL 799, EDRD 700, & ID 705 (3) Doctoral Seminar in Elementary Education
Research (3)
- Fall 2017 EDEL 311-05 (3) Teaching of Language Arts in the Elementary Grades
EDEL 680-800 (3) Advanced Teaching Methods in Language Arts
EDEL 798, EDEL 799, EDRD 700, & ID 705 (3) Doctoral Seminar in Elementary Education
Research (3)
- Summer 2017 EDEL 680-800 (3) Advanced Teaching Methods in Language Arts
EDEL 676-800 (3) Research in Elementary Education
- Spring 2017 EDEL 311-02 (3) Teaching of Language Arts in the Elementary Grades
EDEL 311-04 (3) Teaching of Language Arts in the Elementary Grades

- EDEL 676-800 (3) Research in Elementary Education (3)
Research (3)
- Fall 2016 EDEL 311-02 (3) Teaching of Language Arts in the Elementary Grades
EDEL 311-03 (3) Teaching of Language Arts in the Elementary Grades
EDEL 680-800 (3) Advanced Teaching Methods in Language Arts
Research (3)
- Summer 2016 EDEL 680-800 (3) Advanced Teaching Methods in Language Arts
- Spring 2016 EDEL 311-02 (3) Teaching of Language Arts in the Elementary Grades
EDEL 311-04 (3) Teaching of Language Arts in the Elementary Grades
New Faculty Course Release (3)
Research (3)
- Fall 2015 EDEL 311-02 (3) Teaching of Language Arts in the Elementary Grades
EDEL 311-03 (3) Teaching of Language Arts in the Elementary Grades
New Faculty Course Release (3)
Research (3)

IV. RESEARCH, PUBLICATION, AND SCHOLARLY WORK

A. Professional Publications

i. National/International Refereed Journal Articles

- 2019 **Hawkins, L. K.** (2019). Writing conference purpose and how it positions primary-grade children as authoritative agents or passive observers. *Reading Horizons: A Journal of Literacy and Language Arts*, 58(1), 22-47. Acceptance rate: 33%, Citations: 1, Downloads: 291
- 2019 **Hawkins, L. K.,** Martin, N. M., & Cooper, J. (2019). Preparing elementary writing teachers: An inquiry-driven, field-based approach to instruction. *Teaching/Writing: The Journal of Writing Teacher*

Education, 6(1), 132-160. Acceptance rate: 20%-25%, Citations: 1, Downloads: 233

- 2017 Troia, G. A., Olinghouse, N. G., Zhang, M., Wilson, J., Stewart, K. A., Mo, Y., & **Hawkins, L. K.** (2017). Content and alignment of state writing standards and assessments as predictors of student writing achievement: An analysis of 2007 National Assessment of Educational Progress data. *Reading and Writing*, 31(4), 835-864. Acceptance rate: 6%-10%, Impact factor: 1.942, Citations: 3, Reads/Views: 72
- 2016 Troia, G. A., Olinghouse, N. G., Wilson, J., Stewart, K. A., Mo, Y., **Hawkins, L. K.**, & Kopke, R. A. (2016). The common core writing standards: A descriptive study of content and alignment with a sample of former state standards. *Reading Horizons: A Journal of Literacy and Language Arts*, 55(3), 98-141. Acceptance rate: 33%, Citations: 16, Reads/Views: 354
- 2016 **Hawkins, L. K.** (2016). The Power of Purposeful Talk in the Primary Grade Writing Conference. *Language Arts*, 94(1), 8-21. Acceptance rate: 15%-20%, Citations: 14, Reads/Views: 271
- 2015 Troia, G. A., Olinghouse, N. G., Mo, Y., **Hawkins, L. K.**, Kopke, R. A., Chen, A., Wilson, J., & O'Shea, K. A. (2015). Academic standards for writing: To what degree do standards signpost evidence-based instructional practices and interventions? *Elementary School Journal*, 116(2), 291-321. Acceptance rate: 5%-10%, Impact factor: 1.111, Citations: 17, Reads/Views: 633
- 2014 **Hawkins, L. K.**, & Certo, J. L. (2014). It's something that I feel like writing, instead of writing because I'm told to: Elementary boys' experiences writing and performing poetry. *Pedagogies: An International Journal*, 9(3), 196-215. Acceptance rate: 11%-20%, Citations: 12, Reads/Views: 91
- 2014 Mo, Y., Kopke, R. A., **Hawkins, L. K.**, Troia, G. A., & Olinghouse, N. G. (2014). The neglected "R" in a time of Common Core. *The Reading Teacher*, 67(6), 445-453. Acceptance rate: 15%-20%, Impact factor: 0.566, Citations: 69, Reads/Views: 237
- 2012 **Hawkins, L. K.**, & Razali, A. (2012). A tale of 3 P's—penmanship, product, and process: 100 years of elementary writing instruction. *Language Arts*, 89(5), 305-317. Acceptance rate: 15%-20%, Citations: 44, Reads/Views: 630
- 2012 Certo, J., Apol, L., Wibbens, E., & **Hawkins, L.** (2012). Living the poet's life: Using an aesthetic approach to poetry to enhance preservice

teachers' poetry experiences and dispositions. *English Education*, 44(2), 102-146. Acceptance rate: 6%-10%, Citations: 27, Reads/Views: 323

ii. **Manuscripts in Preparation**

- 2021 **Hawkins, L. K.** (accept pending minor revision, under review). *How to organize a classroom library to support inquiry: 4 systems that work.*
- 2021 Potts, M. L., & **Hawkins, L. K.** (under review). *Are you crushing comprehension or constructing comprehension?*
- 2021 **Hawkins, L. K.**, Martin, N. M., Bottomley, D., Shanahan, B., & Cooper, J. (under review). *Towards deeper understanding of children's writing: Pre-service teachers' attention to local and global text features before and after writing-focused coursework.*
- 2021 Cooper, J. S., & **Hawkins, L. K.** (in prep). *Never have I ever: A multiple case study of the relationship between preservice teachers' prior experiences with and perceptions of writing and their language use when assessing child writing.*
- 2021 **Hawkins, L. K.**, Martin, N. M., Bottomley, D., & Cooper, J. (in prep). *Elementary preservice teacher candidates' needs-based plans for effective writing instruction.*

B. Professional Presentations

i. **National/International Refereed Panels Organized**

- 2017 **Hawkins, L. K.** (2017, November). *Writing and teacher education: Elementary preservice teacher candidates' developing knowledge, dispositions, and skill in writing and writing instructional methods.* Organized refereed roundtable session to the Annual Conference of the Literacy Research Association (LRA), Tampa, Florida.
- 2016 **Hawkins, L. K.** (2016, November). *A big picture look at writing workshop in three primary elementary settings: A repertoire of classroom talk practices across time, grouping, and purpose.* Organized refereed symposium session to the Annual Conference of the Literacy Research Association (LRA), Nashville, Tennessee.
- 2016 **Hawkins, L. K.** (2016, November). *"What are you doing as a writer?: The transformative power of teacher-student writing conferences on child writing and child writers in the elementary classroom.* Organized and chaired refereed roundtable session to the Annual Conference of the Literacy Research Association (LRA), Nashville, Tennessee.

2015 **Hawkins, L. K.** (2015, April). *Connections and missed opportunities: Talk in today's elementary writing classroom*. Organized and chaired refereed symposium session (for SIG-Writing and Literacies) to the Annual Conference of the American Educational Research Association (AERA), Chicago, IL.

2014 **Hawkins, L. K.** (2014, December). *Among a sea of voices: The function(s) of talk in k-12 writing classrooms*. Organized and chaired refereed symposium session to the Annual Conference of the Literacy Research Association (LRA), Marco Island, Florida.

ii. **National/International Refereed Papers Presented**

2021 **Hawkins, L. K.,** Martin, N. M., Bottomley, D., & Cooper, J. (2021, April). *Towards deeper understanding of children's writing: PSTs' analysis of student writing before/after writing-focused coursework*. Paper to be presented at a refereed paper session (for Division K, Section 5) to the Annual Conference of the American Educational Research Association (AERA), Virtual/Online due to COVID-19.

2020 **Hawkins, L. K.,** Martin, N. M., Bottomley, D., & Cooper, J. (2020, December). *Where do I go next with this writer?: Changes in needs-based planning after writing methods coursework*. Paper presented at a refereed panel session to the Annual Conference of the Literacy Research Association (LRA), Virtual/Online due to COVID-19.

2019 **Hawkins, L. K.,** Martin, N. M., Bottomley, D., & Cooper, J. S. (2019, December). *Elementary preservice teacher candidates' needs-based plans for effective writing instruction*. Paper presented at a refereed paper session to the Annual Conference of the American Reading Forum (ARF), Sanibel, Florida.

2018 **Hawkins, L. K.,** Martin, N. M., Cooper, J. S., & Bottomley, D. (2018, November). *This essay nicely follows a narrative arc: Pre-service teachers' use and misuse of genre terminology before and after writing-focused coursework*. Paper presented at a refereed panel session to the Annual Conference of the Association of Literacy Educators and Researchers (ALER), Louisville, Kentucky.

2017 Stefanski, A. J., **Hawkins, L. K.,** Leitze, A., Fife-Demski, V., & Cooper, J. (2017, November). *"He actually wrote today!": Compounded dissonance in writing teacher preparation*. Paper presented at a refereed roundtable session to the Annual Conference of the Literacy Research Association (LRA), Tampa, Florida.

- 2017 Cooper, J., & **Hawkins, L. K.** (2017, November). *What is writing-centric, field-based, teacher education?: A pedagogical description of practice*. Paper presented at a refereed roundtable session to the Annual Conference of the Literacy Research Association (LRA), Tampa, Florida.
- 2017 **Hawkins, L. K.**, Martin, N. M., Bottomley, D., & Cooper, J. (2017, November). *Writing-centric, field-based teacher education: Moving teacher candidates towards deeper understanding of writing and strengths-based approaches to writing instruction*. Paper presented at a refereed roundtable session to the Annual Conference of the Literacy Research Association (LRA), Tampa, Florida.
- 2017 **Hawkins, L. K.** (2017, February). *Writing conference purpose and how it positions children as authoritative agents or passive observers*. Paper presented at a refereed panel session to the International Society for the Advancement of Writing Research's (ISAWR) Writing Research Across Borders (WRAB) conference, Bogota, Columbia.
- 2017 **Hawkins, L. K.** (2017, February). *Appropriation, transformation, and rejection: The manifestation of teacher-student conference talk in primary-grade children's writing*. Paper presented at a refereed panel session to the International Society for the Advancement of Writing Research's (ISAWR) Writing Research Across Borders (WRAB) conference, Bogota, Columbia.
- 2016 **Hawkins, L. K.** (2016, November). *The transformative power of purposeful talk: Writing conference genres and how they position children as authoritative agents or passive observers*. Paper presented at a refereed symposium session to the Annual Conference of the Literacy Research Association (LRA), Nashville, Tennessee.
- 2016 **Hawkins, L. K.** (2016, November). *Appropriation, transformation, and rejection: The manifestation of teacher-student conference talk in primary-grade children's writing*. Paper presented at a refereed roundtable session to the Annual Conference of the Literacy Research Association (LRA), Nashville, Tennessee.
- 2015 **Hawkins, L. K.** (2015, April). *The right feedback at the right moment: The power of purposeful talk in the primary-grade writing conference*. Paper presented at a refereed symposium session (SIG-Writing and Literacies) to the Annual Conference of the American Educational Research Association (AERA), Chicago, IL.
- 2014 **Hawkins, L. K.**, & Pylvainen, S. (2014, December). *Moving k-12 poetry pedagogy forward*. Paper presented at a refereed problems court

session presented to the Annual Conference of the American Reading Forum (ARF), Sanibel, FL.

- 2014 **Hawkins, L. K.** (2014, December). *Purposeful talk: The use of primary-grade writing conference genres across the writing process*. Paper presented at a refereed symposium session to the Annual Conference of the Literacy Research Association (LRA), Marco Island, Florida.
- 2014 **Hawkins, L. K.** (2014, February). *Curriculum genres in the primary elementary classroom: A conceptual framework for examining the teacher-student writing conference*. Paper presented at a refereed panel session to the International Society for the Advancement of Writing Research's (ISAWR) Writing Research Across Borders (WRAB) conference, Paris, France.
- 2013 **Hawkins, L. K.** (2013, December). *Curriculum genres in the primary elementary classroom: A conceptual framework for examining the teacher-student writing conference*. Paper presented at a refereed panel session to the Annual Conference of the American Reading Forum (ARF), Sanibel, FL.
- 2012 Troia, G. A., Olinghouse, N. G., Wilson, J., Mo, Y., **Hawkins, L. K.**, & Kopke, R. A. (2012, April). *The common core writing standards and state adoption: Are we moving in the right direction?* Paper presented at a refereed panel session (for Division L, Section 3) to the Annual Conference of the American Educational Research Association (AERA), Vancouver, BC.
- 2011 **Hawkins, L. K.**, & Razali, A. (2011, November). *A Tale of 3 P's—Penmanship, Product, and Process: 100 Years of writing instruction in the elementary classroom*. Paper presented at a refereed panel session to the Annual Conference of the National Council of Teachers of English (NCTE), Chicago, IL.
- 2011 **Hawkins, L. K.**, & Certo, J. L. (2011, November). *"It's something that I feel like writing, instead of writing because I'm being told to": Boys find a voice in poetry*. Paper presented at a refereed poster session to the Annual Conference of the National Council of Teachers of English (NCTE), Chicago, IL.
- 2009 Certo, J., Apol, L., Wibbens, E., & **Hawkins, L. K.** (2009, April). *The case for poetry in teacher education: Preservice teachers' genre knowledge and development in a university-based course*. Paper presented at an invited panel session (for Division K, Section 7) on creativity as a form of pedagogy in teacher education to the Annual

Conference of the American Educational Research Association (AERA), San Diego, CA.

- 2009 Certo, J., Apol, L., Wibbens, E., & **Hawkins, L. K.** (2009, April). *The case for poetry in teacher education: Preservice teachers' genre knowledge and development in a university-based course*. Paper presented at a refereed roundtable session (for Division K: Teachers and Teacher Education Roundtable Session IX) to the Annual Conference of the American Educational Research Association (AERA), San Diego, CA.

iii. **Regional Presentations, Invited or Commissioned**

- 2020 **Hawkins, L. K.** (2020, February). *Teaching with mentor text*. Professional development session presented to the staff at Rhoades Elementary School, Indianapolis, IN.
- 2016 **Hawkins, L. K.** (2016, April). *Writing instruction and you*. Professional development session presented to the Ball State Council for English Language Arts (National Council of Teachers of English student affiliate), Muncie, IN.

C. GRANTS AND FELLOWSHIPS

i. **Research Grants and Fellowships**

- 2020 **Hawkins, L. K., & Martin, N. M.** (2020). *The study of teacher preparation of literacy instruction*. Funded by a Ball State University Sponsored Programs Administration Junior Faculty ASPIRE Grant. Budget: \$12,500. Status: Funded, Acceptance rate: 43%
- 2015 **Hawkins, L. K.** (2015-2016). *Novice Teacher Enactment of Classroom Talk During Primary-Grade Writing Instruction: A Case Study*. Funded by a Ball State University Sponsored Programs Administration New Faculty Start-Up ASPIRE Grant. Budget: \$3,000. Status: Funded. Acceptance rate: 50%
- 2014 **Hawkins, L. K.** (2014-2015). *Purposeful talk: Conceptualizing narrative writing conference genres and how they shape teacher-student interactions in primary-grade classrooms*. Funded by a Michigan State University Graduate Studies Dissertation Completion Fellowship. Budget: \$6,000. Status: Funded.
- 2014 **Hawkins, L. K.** (2014). *Purposeful talk: The use of primary-grade writing conference genres across the writing process*. Paper awarded a

Literacy Research Association (LRA) Graduate Student Travel Grant funded by the Sara B. McCraw Literacy Fund. Budget: \$500. Status: Funded.

- 2013 **Hawkins, L. K.** (2013-2014). *Purposeful talk: Conceptualizing narrative writing conference genres and how they shape teacher-student interactions in primary-grade classrooms*. Funded by a Michigan State University Graduate Studies Dissertation Research Enhancement Fellowship. Budget: \$1,000. Status: Funded.
- 2013 **Hawkins, L. K.** (2013-2014). *Purposeful talk: Conceptualizing narrative writing conference genres and how they shape teacher-student interactions in primary-grade classrooms*. Funded by a Michigan State University Department Dissertation Research Enhancement Fellowship. Budget: \$4,060. Status: Funded.
- 2010 **Hawkins, L. K.** (2010-2011). *Curriculum genres in the primary elementary classroom: A conceptual framework for examining the teacher-student writing conference*. Funded by a Michigan State University Department Practicum Research Enhancement Fellowship. Budget: \$1,100. Status: Funded.
- 2009 **Hawkins, L. K.** (2009). *Preadolescent boys' poetry genre knowledge and development in an urban setting*. Funded by a Michigan State University Department Summer Research Fellowship. Budget: \$6,000. Status: Funded.
- 2008 **Hawkins, L. K.** (2008). *The meaning of "effective writing conferences" for primary elementary teachers*. Funded by a Michigan State University Department Summer Research Development Fellowship. Budget: \$5,000. Status: Funded.

ii. **Curriculum, Assessment, Training, & Immersive Learning Grants and Fellowships**

- 2020 **Hawkins, L. K.,** Bottomley, D., & Popplewell, S. (2020, Summer Semester). *Literacy program development: Preservice teacher writing assessment rubric*. Funded by a Ball State University Summer Assessment Grant. Budget: \$3,000. Status: Funded.
- 2018 **Hawkins, L. K.,** Stefanski, A. J., Sydnor, J., & Bottomley, D. (2018-2019). *Implementing practice-based teacher education and high-leverage teaching practice pedagogies across a literacy teacher preparation program*. Funded by a Ball State University Curriculum Enhancement Grant. Budget: \$2000. Status: Funded.

- 2018 Bottomley, D., Sydnor, J., & **Hawkins, L. K.** (2018, Summer Semester). *Literacy program development*. Funded by a Ball State University Summer Assessment Grant. Budget: \$3,000. Status: Funded.
- 2017 **Hawkins, L. K.** (2017). *Preparing elementary teachers of writing: Preservice teacher candidates' developing knowledge, dispositions, and skill in writing and writing instructional methods*. Funded by a Ball State University Teachers College IDC Research Funds Grant. Budget: \$2,000. Status: Funded.
- 2017 **Hawkins, L. K.**, & Cooper, J. (2017, Fall Semester). *From Student to Storyteller: The BSU Classroom Authors Project*. Funded by a Ball State University Teachers College Immersive Learning Grant. Budget: \$1,500. Status: Funded.
- 2017 **Hawkins, L. K.**, Mayfield, B., & Cade, E. (2017, Summer Semester). *Writing in the primary-grade classroom: An inquiry-based approach to teaching fictional narrative genres*. Funded by a Ball State University Honors College Undergraduate Honors Fellowship. Budget: \$2,160. Status: Funded.
- 2017 **Hawkins, L. K.**, & Cooper, J. (2017, Spring Semester). *From Student to Storyteller: The BSU Classroom Authors Project*. Funded by a Ball State University Teachers College Immersive Learning Grant. Budget: \$1,500. Status: Funded.
- 2016 **Hawkins, L. K.** (2016, Fall Semester). *From Student to Storyteller: The BSU Classroom Authors Project*. Funded by a Ball State University Teachers College Immersive Learning Grant. Budget: \$1,060. Status: Funded.
- 2016 Bottomley, D., Sydnor, J., & **Hawkins, L. K.** (2016, Summer Semester). *Literacy program development*. Funded by a Ball State University Summer Assessment Grant. Budget: \$3,000. Status: Funded.
- 2016 **Hawkins, L. K.** (2016, Spring Semester). *From Student to Storyteller: The BSU Classroom Authors Project*. Funded by a Ball State University Teachers College Immersive Learning Grant. Budget: \$1,500. Status: Funded.

iii. **Professional Development**

- 2020 2020 October Virtual Convening, Carnegie Project on the Education Doctorate, Virtual/Online due to COVID-19, Fall 2020.

- 2019 Teacher Education Curriculum Pilot, Teaching Works, University of Michigan (Ann Arbor, MI), Fall 2019.
- 2019 Practice-Based Teacher Education Workshop, Teaching Works, University of Michigan (Ann Arbor, MI), Summer 2019.
- 2018 Practice-Based Teacher Education Workshop, Teaching Works, University of Michigan (Ann Arbor, MI), Summer 2018.
- 2017 Dartmouth Summer Seminar for Composition Research, Dartmouth College (Hanover, NH), Summer 2017.
- 2017 Faculty Learning Community of the Scholarship of Teaching and Learning (SoTL), Ball State University (Muncie, IN), Spring 2017.
- 2016 All Write Summer Institute, All Write Consortium (Warsaw, IN), Summer 2016.
- 2015 New Faculty Academy, Ball State University (Muncie, IN), Fall 2015.

V. SERVICE AND LEADERSHIP

A. Ball State University Committees

i. University

Department liaison, Academic Honors in Writing (AHW) Committee, Ball State University (Muncie, IN), 2017-Present.

Committee member, Graduate Education Committee (GEC), Ball State University (Muncie, IN), 2018-2020.

Subcommittee chair, Doctoral Excellence in Teaching Award Committee, Graduate Education Committee (GEC), Ball State University (Muncie, IN), 2019-2020.

Subcommittee member, Faculty Affairs, Graduate Education Committee (GEC), Ball State University (Muncie, IN), 2018-2019.

Committee member, University Research Committee (URC), Ball State University (Muncie, IN), 2018-2020.

Chair, University Research Committee (URC), Ball State University (Muncie, IN), 2019-2020.

ii. College

Committee member, Teachers College Curriculum Committee, Teachers College, Ball State University (Muncie, IN), 2018-2020.

Committee member, Teachers College Research Committee, Teachers College, Ball State University (Muncie, IN), 2017-2018.

Committee member, Lyell Bussell Committee, Teachers College, Ball State University (Muncie, IN), 2016-2017.

iii. Department

Director of Graduate Programs (Ph.D., Ed.D., MAE, Graduate Certificates), Department of Elementary Education, Ball State University (Muncie, IN), Fall 2020-Present.

Doctoral program advisor (Ph.D., Ed.D.), Department of Elementary Education, Ball State University (Muncie, IN), Fall 2020-Present.

Doctoral student committee chair, Misty Potts (2019-Present)

Doctoral student committee member & dissertation director, Jennifer Cooper (2016-Present)

Committee member, Graduate Studies Committee (GSC), Department of Elementary Education, Ball State University (Muncie, IN), 2016-Present.

Co-Chair, Graduate Studies Committee (GSC), Department of Elementary Education, Ball State University (Muncie, IN), 2019-2020.

Committee member, Literacy Education Program (LEP), Department of Elementary Education, Ball State University (Muncie, IN), 2015-2020.

Committee member, Search and Screen Committee, Department of Elementary Education, Ball State University (Muncie, IN), 2016-2019.

Committee member, Curriculum Committee, Department of Elementary Education, Ball State University (Muncie, IN), 2015-2016.

B. Professional Service Activities**i. National Service****a. Service to a National Professional Organization**

State representative, Field Council, Literacy Research Association, 2017-2020.

Mentor, Proposal Mentoring Project, Doctoral Student ICS, Literacy Research Association, 2017-2018.

Annual Conference Proposal Reviewer, Literacy Research Association (LRA), 2016-Present.

b. Editorial Review Board Member

Editorial Review Board Member, *The Reading Teacher (RT)*, 2018-present.

c. Ad Hoc Review Work

Ad Hoc Reviewer, *Teaching/Writing: The Journal of Writing Teacher Education*, 2019-Present.

Ad Hoc Reviewer, *Psychology in the Schools*, 2019-Present.

Ad Hoc Reviewer, *Pedagogies: An International Journal*, 2017-Present.

Ad Hoc Reviewer, *Reading & Writing Quarterly: Overcoming Learning Difficulties (RWQ)*, 2016-Present.

Ad Hoc Reviewer, *The Reading Teacher (RT)*, 2016-2018.

Ad Hoc Reviewer, *Action in Teacher Education (ATE)*, 2015-Present.

Ad Hoc Reviewer, *Reading Horizons*, 2014-Present.

Ad Hoc Reviewer, *Research in the Teaching of English (RTE)*, 2012-Present.

ii. State Service

Editorial Board Member, *Indiana State Reading Journal (ISRJ)*, 2015-2018.

iii. Local Service

Writing Consultant Work, Rhoads Elementary School, Metropolitan School District of Wayne Township (Indianapolis, IN), 2019-2020.

Writing Consultant Work, Northview Elementary School, Muncie Community Schools (Muncie, IN), 2019.

Faculty advisor, Education in Action (EIA), Ball State University (Muncie, IN), 2016-Present.

Co-faculty founder/co-faculty advisor, Ball State Council for English Language Arts (National Council of Teachers of English Student Affiliate), Ball State University (Muncie, IN), 2015-2016.

Writing consultant/professional development leader, Weiss Elementary School, Gibraltar Public Schools (Woodhaven, MI), 2005-2007.

National Writing Project (NWP), Teacher consultant, Oakland Schools (Waterford, MI), 2004-2005.

VI. OTHER

A. Professional Memberships

American Education Research Association (AERA), Division K
AERA Writing and Literacy Special Interest Group (Writing and Literacy SIG)

Literacy Research Association (LRA)

America Reading Forum (ARF)

Association of Literacy Educators and Researchers (ALER)

International Society for the Advancement of Writing Research (ISAWR)

National Council of Teachers of English (NCTE)

National Council of Teachers of English Assembly of Research (NCTEAR)

National Writing Project (NWP)